CHILD STUDY

JANUARY, 1930

Teasing

EDWIN A. KIRKPATRICK

A Study in Teasing

PAUL HANLY FURFEY

Teasing as a School Problem

FREDERIC M. THRASHER

When Adults Tease

BERTRAM D. LEWIN

Published by

CHILD STUDY ASSOCIATION OF AMERICA

20 E. 69th St.
New York City

EDUCATIONAL PLAYTHINGS INC.

Rhinelander
5466

present

THE WILSON EASEL
for
Indoor Work-and-Play Time

A wide, well-constructed easel which stands with absolute firmness.

Shelf for nine color jars placed at convenient level for child's use.

Removable zinc pan on shelf and removable beaver board in easel invite cleanliness.

Dual easel affording two complete surfaces where two children may paint at one time.....Price, $12.50

With one additional black board surface, Price, $14.75

Single easel .....Price, $8.00

All prices F. O. B. New York City

All painting accessories may be obtained at reasonable prices.

Send for Catalog C-1 describing our many interesting work and play materials.

CONTENTS

January, 1930

	Page
TEASING ..... Edwin A. Kirkpatrick	97
A STUDY IN TEASING ..... Paul Hanly Furfey	99
TEASING AS A SCHOOL PROBLEM ..... Frederic M. Thrasher	101
WHEN ADULTS TEASE ..... Bertram D. Lewin	106
SHALL WE ABOLISH TEASING? ..... Berthe Goodkind	108
EDITORIAL	110
NEWS AND NOTES	111
CORRESPONDENCE	115
PARENTS' QUESTIONS	116
BOOKS	119
IN THE MAGAZINES	121
COMPLETING CHILDREN'S BOOK LIST	122

Contents of previous issues of CHILD STUDY are indexed in the "Readers' Guide to Periodical Literature."

Selected from CHILD STUDY'S List

The Youngest Child

PELLE'S NEW SUIT by Elsa Beskow.....$1.25

I GO A'TRAVELING by James S. Tippett.....$.75

The Primary Age

BIG FELLOW by Dorothy W. Baruch.....$1.50

The Intermediate Age

ST. NICHOLAS IN TROUBLE
by Felix Timmermans $1.50

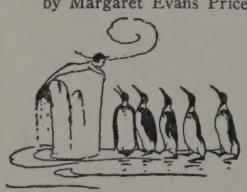
THE STORY OF WATER SUPPLY
by Hope Holway $1.25

THE STORY OF MARKETS
by Ruth O. Camp $1.25

THE STORY OF THE THEATER
by Louise Burleigh $1.25

Junior High School

LEGENDS OF THE SEVEN SEAS
by Margaret Evans Price $2.50



A DAUGHTER OF THE SEINE
by Jeanette Eaton $2.50

CARMELLA COMMANDS
by Walter S. Ball..$2.00

STORYBOOK EUROPE
by Anne M. Peck...$2.50

A VOYAGE TO TREASURE LAND
by Anna C. Chandler $2.50

A LITTLE BOOK OF NECESSARY NONSENSE
edited by Burges Johnson $1.00

Senior High School

EDNA ST. VINCENT MILLAY'S POEMS
selected for Young People $2.50

Things to Do

STAMPS: AN OUTLINE OF PHILATELY
by Kent B. Stiles $3.00

New Editions

GREYFRIARS BOBBY by Eleanor Atkinson,
with illustrations by Marguerite Kirmse.....$3.00

MICAH CLARKE by Sir Arthur Conan Doyle,
with illustrations by Henry Pitz.....$2.50

HARPER & BROTHERS **49 East 33d Street, New York**

Entered as second class matter March 8, 1926, at the Post Office at New York, N. Y., under the Act of March 3, 1879.
Copyright 1929 by Child Study Association of America, Inc., 509 West 121st St., New York, N. Y. Monthly October to July. $1.00 per year.

Child Study

VOL. 7 JANUARY, 1930 NO. 4

Teasing

EDWIN A. KIRKPATRICK

Some kinds of social response may be either good or bad, depending on how, and still more on why, they are employed.

TEASING among animals and men is to be observed everywhere. Playmates tease each other, children tease not only their companions, but pets and older people. Adults tease children as well as each other, and in nearly every idle group a teasable individual soon becomes the center of interest.

Many of the most difficult problems of management in home and school are initiated by teasing. Temporary pain, habits of irritable temper and lasting inferiority complexes are frequently caused and increased in individuals who are unable to adjust to such attacks. Yet in other circumstances teasing is delightful play and a stimulus to success. Individual traits of the person teased may be either emphasized or toned down, and valuable experience of personality adjustments may be gained or barriers to adjustment set up. Teasers may become irresponsible disturbers of the peace in social and civil life, or stimulating and enjoyable companions. Wit, humor and sarcasm are the outgrowth of some kinds of teasing. As a means of social control, teasing and fear of teasing are probably more universally effective than either moral precepts or legal enactments.

When we consider these facts it is a matter of wonder that teasing has received so little scientific study. It is the purpose of this number of CHILD STUDY to direct attention to the subject, and to present some findings and suggestions of practical value.

What Is Teasing?

TEASING is one of those common words which challenge definition because the fundamental purpose can be expressed in so many ways. The root word originally meant to pluck or scratch, as in carding wool, so that it seems as if the most accurate present-day synonym is our slang "to get a rise." With this in mind, to tease may tentatively be defined as to annoy with the intention of provoking embarrassment, ineffectual anger, fear or impotence in the teasee; and, through these reactions of his, to give satisfaction to the teaser.

In its simple manifestation, teasing is play. Much of the play of kittens and puppies is of this nature. Elaborate and deadly attacks are feigned, which call forth extreme and useless movements for defense against what does not really happen. If in the excitement, a blow or a bite is too severe, a return in kind is given, and for a moment or two the play becomes serious fighting. The same phenomenon is found among human beings, especially children. Teasing usually becomes a little more cautious after a period of fighting has intervened.

Teasing of this type is best conceived as the playful adjustment of the behavior of one creature to another. Nothing is more significant in the environment of all animals, especially man, than the behavior of companions. Teasing is a means of stimulating activity and is all the more interesting when nothing is accomplished by the activity. A person with some peculiarity excites attention and calls forth tentative movements or remarks to which he responds in ways that are more or less unusual. If he is found to be easily stimulated to useless performances, he is likely to become the subject of amusing play for one or more of his companions.

Usually the teaser is good-natured; but the teasee is more or less uncomfortable if he does not enjoy being made the center of interest, or is unable to make an effective response at once. The effec-

tive response, in the sense that it stops or matches the teasing, is either to show no indication of disturbance such as anger, fear or embarrassment, or to respond in some unexpected manner, especially in a way that turns aside or meets the teasing attack, and perhaps makes the teaser the victim. If the two individuals are equal, attack and counterattack may continue for some time with or without merging into fighting; or one may give up either good-naturedly or angrily, covering defeat as best he can.

If one is superior in age and strength and uses force in teasing, the act takes on the nature of bullying. If he uses superior knowledge and ability, it frequently becomes sarcasm which is a form of mental bullying or fighting.

To the teaser the act is usually a source of enjoyment as a playful activity on the part of the self and perhaps also of the one teased. It enables the aggressor to exhibit his ability in making the other person perform, and sometimes it induces the teased one to show off in ways that are pleasing to others and himself. It may even lead to desired expression of affection, as when a mother says playfully, "It is too bad you have such a homely mother."

Sometimes teasing is purposeful rather than playful, as when it is used as a means of changing behavior or correcting a fault. Such teasing is more likely to be offensive to the victim than when the teasing is spontaneous and for the fun of it. In the latter case the teaser is matched by being left with nothing to tease about. In the former, to change is to perform as the teaser evidently desires. This is one reason why children often persist in acts most attacked by parents—to the parents' technique, which is very similar to that of teasing, the child's typical response is likely to be negative.

INEQUALITIES OF PERSONS CONCERNED

In dealing with cases of teasing it is important to distinguish between teasing of one individual by another of his own age, and teasing between those differing greatly in age; inequality due to numbers, as when a gang teases one individual, is also a significant factor.

When there is not too much inequality between teaser and teasee, the experience is a stimulating one to both, and if there is no interference, they are likely to reach an adjustment adapted to their personalities. Sometimes even when there is no great difference in age or general ability, an inveterate and skilful teaser may prove too severe a trial to an unusually sensitive teasee, and some means of mitigation may be necessary to preserve the disposition of the teasee.

Teasing of a younger child by older persons needs most careful guarding. What is to the teaser an amusing performance may produce in the child unfortunate reactions of irritation, fear and even of inferiority, from which the victim never completely recovers.

Sometimes the conditions are reversed, when an ingenious child becomes an adept in teasing older people. The temper of the teased one is often badly disturbed, and he may be unable to resist the impulse to forceful and perhaps even brutal methods of restraint. Especially trying are pupils who go just far enough to disturb a teacher, but stop short of acts that would make punishment justifiable.

Teasing of defectives, such as cripples or deaf persons, is not unusual, but is often checked by pity. Teasing based on peculiarities that are not in themselves handicaps is more common. One of the most difficult problems of personality development is to learn to accept some inevitable fact regarding oneself, and adjust to the behavior of others in regard to it, especially when it calls forth teasing. A red haired person may be as fiery as tradition implies or, as is often the case, especially good-natured, according to the way in which in childhood he responded to the teasing attacks excited by that peculiarity.

GANG RIVALRIES

One of the most serious forms of unequal teasing occurs when a single individual is made the subject of teasing by a group. This often happens when a new pupil comes to school, or when a member of the group continues to be different from the others, and is sensitive to teasing and bullying. Such victims never fully recover from the wounds thus inflicted; but an occasional exception rises to heights to which he would never have attained, had he not thus been spurred to self-vindication. A few become willing, good-natured clowns for the amusement of their fellows.

Teasing between gangs or classes often constitutes a special problem. The consequences which follow individual teasing are quickly evident to the teaser and to the one teased; while in group teasing the results are less immediate and personal, and hence may be carried to greater extremes. When members of one class begin playing tricks upon those of another class, there is no telling to what extremes they will resort to get the better of the other group. Boys as a group may tease girls; one gang, another gang in the grades; while in high school and college occur class and society hazing and rivalry. Teachers, principals and faculties are disturbed and puzzled. Even Congress has been greatly disturbed by the hazing and teasing at the Army and Naval colleges. Usually the best way of meeting the problems arising from group teasing is a consultation with the young people as to how extreme

and undesirable acts may be prevented, without interfering with the pleasant and stimulating rivalry. They should be induced to find their own solution rather than merely to accept a ready made one presented or imposed upon them.

GENERAL PRINCIPLES OF TREATMENT

How to deal with the situations arising from teasing cannot be discussed in detail in this introductory article. No answer as to what to do in any given instance of teasing can be made, if the circumstances only are described. The important question in every case is what kind of adjustments are being made by the parties concerned. The more nearly equal they are and the more quickly one changes his behavior when the other does, the more likely they are to adjust to each other ultimately and to use the experience in future adjustments. In such cases it is usually a mistake to interfere. Persons in authority should carefully observe what is happening, and only when there is danger of developing into a habit some form of undesirable and non-adjustive behavior should they intervene to secure more equality and good sportsmanship.

Sometimes it is best to separate a teaser from his victim or take other means to change situations that are growing worse. Positive ideals of pleasurable and kindly teasing may be presented to teasers in anecdotes and stories of teasing; and to teasees, other anecdotes and stories showing how teasing has been met successfully. Children encouraged to find for themselves successful responses to teasing situations are receiving really constructive training for future social adjustment. The person who acquires the skill and tact which enables him to tease in a way that calls forth effective responses, or at the right moment turns the seeming disparagement into a subtle or delicate compliment, but never in a way that is painful or productive of an inferiority complex, enjoys life and contributes much to the enjoyment of others; while the awkward teaser, though not a bully, is an unpopular nuisance. The teasing done by children is likely to be crude, but with skilful and understanding guidance it may be developed into a fine form of social intercourse, enjoyable to both teaser and teasee.

A Study in Teasing

PAUL HANLY FURFEY

No one is more open to teasing than the child whose retarded personality development makes him a "sissy."

BOYS are not teased at random. There is always some basis for the teasing—some real or imagined inferiority which makes the child the unfortunate victim of his companions' ridicule.

This inferiority may be something physical. There are pathetic cases in which the cripple's lot is made harder by teasing. It may be mental. Every guidance clinic knows scores of cases of dull or feeble-minded truants whose school lives have been made intolerable by the gibes of their classmates. Again, the inferiority may be a personality defect. The sissy belongs in this class. Boys are very ready to discover this particular sort of inferiority and to turn it into ridicule.

There was, for example, the case of Clarence. Mentally and physically this boy was perfectly normal. After a thorough examination, the school physician could find no significant defects while a psychologist reported that the boy had an IQ of 106. The classroom teacher found Clarence a thoroughly satisfactory pupil. He never gave any trouble in class, and his school marks always placed him among the leaders. He was diligent, cooperative, and a careful and consistent worker.

The moment Clarence passed out of the school door at dismissal, however, this chorus of praise was rudely interrupted. The boy's school fellows had little respect for him and they made no secret of the fact. He was constantly the object of derision and was avoided on all sides. He never played the team games with the other boys nor joined in their informal play. His one companion at school was another boy who, like himself, labored under the reputation of being a sissy.

It is helpful to look upon the effeminate boy as an example of arrested personality development, just as the dullard may be looked on as an example of arrested mental development. Clarence's behavior was not absolutely abnormal; it was only abnormal in a boy of fourteen. It is entirely a natural thing for a boy of eight to be somewhat girlish. Eight-year-olds are not above playing house with feminine companions. The

eight-year-old, too, normally shows a close dependence on his parents and a rather shy and hesitant attitude toward older boys and adults.

Such things, then, are normal enough in the younger boy but when they persist in the older boy, then something is definitely wrong. If the six-year-old cries and runs home to his mother occasionally it is no disgrace; but if the fourteen-year-old does so, he violates all the ethics of boyhood and becomes a marked individual. In the same way a boy of eight who showed the clinging timidity of a five-year-old would deserve to be called a sissy.

The feeble-minded boy is one who has the mentality of the normal younger boy. He is retarded in mental age. The sissy is a boy who is retarded in the development of his personality. To use the present author's own term, he is low in "developmental age." A test * has been prepared to measure this variable, and it is noteworthy that when this test was given in Clarence's school, he showed a lower developmental quotient than any other boy.

The sissy suffers a great deal at the hands of his schoolmates. His is a problem which should by all means be taken seriously. Fortunately, however, it is a problem whose solution should not be beyond the ingenuity of the average parent or teacher.

Antidotes for Apron Strings

A little patience and common sense will accomplish wonders. This was true, for instance, in the case of Pierce. The lad was unfortunate enough to lose his mother by death when he was very young and he was raised by a doting aunt. The woman apparently did everything she could to develop a dependent attitude on the boy's part. He stayed around home when he should have been playing with other boys. In spite of excellent intelligence and a rather pleasing personality he was never accepted by his schoolmates as a participant in their sports. His developmental quotient of 88 showed that he was quite noticeably retarded.

Scouting proved to be Pierce's salvation. The boy felt his inferiority keenly on the athletic field but scouting was an activity in which he could compete on an equal basis with his more physically active companions. When Pierce distinguished himself by winning an intertroop knot-tying contest he heard, probably for the first time, the public applause of his fellows. In itself perhaps this was a small thing, but it was not a small thing if it led to a renewed self-respect and self-confidence.

Pierce gradually acquired a certain ease in his relations with his schoolmates. He went camping with them and invited his patrol to meet at his house. It must be admitted that Pierce never reached full equality with his more virile classmates but the change from a very marked inferiority to something like equality was remarkable and refreshing.

It is true that tactful treatment can clear up many of the effeminate boy's difficulties, yet it is much better to forestall these problems than to treat them. As in so many other fields of child welfare, the traditional ounce of prevention represents the wisest policy.

If the boy is to be prevented from becoming effeminate—that is, if his personality is to develop normally—the parents must do their part well. Probably the most common cause of this type of personality problem is the short-sightedness of parents, who surround their children with such an exaggerated atmosphere of parental love that there is no opportunity for independent growth. A boy with parents like Ray's is not likely to keep pace with his fellows in normal development.

Ray was a very intelligent and attractive youngster of ten whose parents insisted on doing for him everything they could. They brought him to and from his school in their big car. They carefully supervised every hour of his study and play, so that the poor child's life became a mathematically regulated time table. What wonder then if Ray never learned to play his part in the school group? It was almost inevitable that he should remain overdependent on his parents, while the other boys at school were striking out for themselves into the care-free and vigorous activities of the gang age. What wonder if Ray became a butt of ridicule at school and developed into a selfish, lonesome and rather pathetic figure?

Overprotection Defeats Itself

Parents must realize that the laws of development demand that, at a certain point, the child must break away from home and take his place in a boys' world which is quite different from the family circle. The parents—particularly the mother—find the dependence of the young child emotionally satisfying to themselves, but they must be ready to forget this emotional dependence when the gang age comes, and allow the child a new freedom. Again at adolescence they must be willing to grant a still larger measure of independence to the growing youth.

A pathetic thing about the child of oversolicitous parents is the fact that he does not escape the suffering from which they try to shield him. In fact, he encounters it in double measure. Parents feel that by closely supervising every moment of their child's time, by fighting all his battles for him, by keeping him close to themselves, they can save him from the stress and

* Furfey, P. H., The Measurement of Developmental Age, *Catholic Education Press*, Washington, 1928, 40 pages. (*Catholic University of America, Educational Research Bulletins*, Vol. II, No. 10.)

strain of fighting his own battles. What actually happens is that, when the inevitable struggle comes into the child's life, he is forced by circumstances to stand on his own feet, and finds himself terribly handicapped in competition with the children of wiser parents who have allowed their offspring a desirable independence of action in earlier years.

Life is real. Life is often hard. Every individual must sooner or later encounter difficulties which bring intense suffering and try his very soul. There is no way of avoiding such pain. Life is like that and the most intelligent and energetic parent cannot guarantee his child an existence free from such stress.

What the parent can do, however, is this—he can train his child to meet such difficulties bravely, to face them out like a man. But to do this the parent must let the child develop normally. He must not try to keep the boy too emotionally dependent on himself. He must let him pass in order through the various stages of developing boyhood. In so doing the parent will give him the strength necessary to fight well the battle of life.

Teasing as a School Problem

FREDERIC M. THRASHER

This study is based on one hundred and fourteen cases of teasing reported by teachers and others, and upon the statements of fifty public school teachers.

ALTHOUGH dire consequences occasionally follow teasing, it is remarkable that very little of more than armchair validity is available on this subject which is certainly one of considerable importance to teachers as well as to parents. Teachers are by no means unanimous in their opinions. Of fifty public school teachers in various grades and subjects, twenty-three regarded teasing as a serious school problem, sixteen believed it to be no problem or a minor one, and eleven qualified their statements with reference to the nature of the child and the character of the situation. Several maintained that teasing was beneficial in its effect and some stated that they themselves used it extensively, although with discrimination, in stimulating children or in establishing *rapport*.

The validity of teachers' opinions about problem behavior in school, however, has been questioned. E. K. Wickman, who has shown that teachers are often at variance with mental hygienists in their judgments as to the seriousness or meaning of children's behavior in school, has pointed this out in his recent book on "Children's Behavior and Teachers' Attitudes."

It should be noted further that outside of the classroom teachers are not so likely to make penetrating observations and analyses of children's behavior. In one high school, for example, teachers were entirely oblivious to the demoralization which was constantly proceeding in the halls. So also unless a teacher is particularly keen with reference to social situations among children, he may miss the real significance of teasing, particularly of its ultimate effects on the child who is repeatedly its victim. In some cases it has far-reaching influence in thwarting or distorting the personality of the victim and in the development of serious social maladjustments. It is also often a special problem for the teacher because it disorganizes school activities and creates difficulties of personal discipline and group morale.

The investigation of teasing at school, or wherever it occurs, necessarily involves a study of the whole child in his total situation. Whether a child is teasing or being teased, his behavior must be understood in relation to his total make-up—his physical and mental health, his temperament, his character and personality, his capacity for achievement, and all of his other habits and attitudes and their total integration. Furthermore, to view teasing as an isolated phenomenon arising in a social vacuum, as is the fashion with many so-called students of human behavior, is entirely erroneous. It must be studied with reference to the varied social backgrounds of family, race and nationality, play group and gang, school and community. The child's rôle in his own social world, his relations to his juvenile community, and his status in various adult groupings with which he may be associated must also be understood.

In every community there are little social worlds made up of children. These are juvenile communities which have their own organization, informal to be sure, but none the less real, and differing decidedly from adult social groups. They have their own folk

ways and *mores*, their own standards and codes which grow up spontaneously in the interaction of children's responses to each other and to adults. The extent and nature of the child's participation in these social microcosms, which so often escape adult observation, vary with other factors in the child's social situation. Children of wealthy and exclusive social classes are likely to be more isolated so far as the juvenile community is concerned and in touch at more points with the adult community. As one proceeds down the social scale, however, the influence of this juvenile community increases until one reaches the congested areas of great cities where the home recedes and the life of the child is more and more bound up with persons of his own age.

Even for children of middle-class and well-to-do parents, there is likely to be a juvenile community centered about the school. In the public school, children from a wide variety of cultural backgrounds, as well as from varied occupational and economic classes, are brought together to form a community whose social attitudes and public opinion are vitally important in the life of every child subjected to its influence. It is in this crucible that standards of juvenile conduct are formed and that the child's character and personality are so often given a determinate direction which has an important influence upon later social adjustments. It is the child's relation to this group which determines at what point he stands as to teasing or being teased.

WHERE CHILDREN CONGREGATE

There are two points in the wider juvenile community at which teasing is likely to occur. The first is in the play group, the gang, the yard, the alleys, the streets, and the open spaces to which children have access and where they mingle. The second is in connection with school where they are thrown together in the classroom, in extracurricular activities, at recess periods, on the way to and from school, and at times when they are allowed free interplay. In the school, teasing may assume a more serious turn than in the home neighborhood because of the greater variety of children likely to be thrown together and the lack of convenient refuges or places of retreat for the victim. Particularly in a school with an unselected population, children with all sorts of social backgrounds provide material for the various types of social situations which give teasing its poignancy.

While teasing in school often takes place in the classroom, this is usually subdued and furtive. Interaction among children in the classroom can be definitely controlled by school regulations and the teacher's supervision. What happens during playground and recess periods, passing to and from classes, going to and from school, will also affect most vitally the development of personality. The wholesome work of the school may be completely thwarted, and socially disapproved and "failure" traits may be developed. This is the so-called "informal education" which is far-reaching in its effects upon the child, but which has been given very little attention as yet by professional educators. Among these informal processes of interaction teasing occupies a prominent place.

"NO TWO ALIKE" NEVER MORE TRUE

While teasing is a matter of common experience or observation, on the part of both children and adults, it is by no means a simple process arising in standardized situations. Examination of a number of cases in schools in connection with the present study indicates a wide variety of behaviors and a great multiplicity of social backgrounds or settings. The variable factors involved both for the victim and aggressor may include differences in sex, age, temperamental type, race and nationality, mentality, physique, character, personality, and so on. Motivation on the part of the aggressor and the effects upon the victim vary widely depending upon the make-up of children involved and their social backgrounds. The social situation in which teasing occurs may vary with the group or institution including the family, school, gang, play group, church, and so on. The type of teasing itself shows a wide range, from slight and subtle verbal thrusts to the pulling of hair and pommelling.

Let us look first at the motivation or drive toward teasing in the aggressor. Teasing has in it a peculiar quality designed to elicit embarrassment, anger, grief, or some other form of discomfiture on the part of its victim, which gives the teaser pleasure. The reactions of the teased person constitute a little drama which is greatly enjoyed by the teaser. In all these situations teasing represents the breaking out of inherent or potential elements of conflict; it creates a situation which, like all conflicts, is very interesting to the average child who is not a victim, no matter how much he may decry the results.

Children singled out for teasing will be those who display some physical or social divergency which enables the aggressor to attack at a vulnerable point. Thus, the basis of teasing is often a physical peculiarity or some sort of social eccentricity involving dress, habit or manner. In the latter case teasing becomes a social lash to enforce conformity, and ranks in this respect with laughter and other forms of ridicule. Although often employed unconsciously, it is an instrument for enforcing public opinion and the *mores*.

If the child involved is of a sensitive or irritable type, this increases the opportunity and the situation

becomes more and more serious as the repeated teasing intensifies the maladjustment. When a child is not of a sensitive or irritable temperament, teasing is less serious, although even then lasting harm may be done. An essential element in harmful teasing is its persistence. A passing insult or poke in the ribs would not be serious even if malicious. The most pernicious teasing represents a series of stimulations, epithets or goadings (with more or less parrying on the part of the victim), which become more and more acute until the climactic response is called out.

These responses to teasing are as varied as are the teasing techniques and activities which call them forth. The victim usually attempts to parry the thrusts. His parrying may be successful for a time, but often he begins to weaken and lose control of himself. The first sign of defeat on his part is an added stimulus for renewed and more energetic efforts on the part of the aggressor. The victim's response in turn may become more violent, but equally misdirected or ineffective; so it continues until he is eventually disarmed and resorts to flight, a temper tantrum, tears or an appeal for protection. Humiliation is the ultimate result of teasing carried through to such a conclusion because the victim gives way to his emotions so that he destroys for the moment his own integrity of personality, and lays himself open to the pitiless ridicule of his tormentors.

QUESTIONABLE COMPENSATIONS

But this does not always happen. Children are affected very differently by teasing. The sensitive may suffer great annoyance whereas the stolid may take teasing rather casually. In some cases, undoubtedly, teasing affords its victim a certain amount of ego-satisfaction which is a real compensation for the very peculiarities attacked. Thus a child may get real satisfaction from being a center of attention because of peculiarities.

This tends to create a special rôle for the victim, making him the "goat" of the group, the laughing stock, the peculiar person or the "funny man." It may alter his conception of himself and of his rôle in the group to such an extent as seriously to interfere with his personal development and social adjustment. A child free from teasing may conceive of himself as a regular member or a leader of a group and may identify himself with its purposes and achievements. The teased child may think of himself as a "sissy," "teacher's pet" or "dumb-bell." In this way his personality is altered by his conception of himself and his own conduct is inclined to promote his undesirable social status or he may overcompensate by showing off or by retreating within himself. Unable to acquire a desirable social status or to retaliate for the various indignities suffered, he is, for example, quite likely to turn to day-dreaming, in which he imagines himself showing how superior he is in various ways which he dares not carry out.

ANALYZING THE RESULTS

The outstanding undesirable effects of teasing may then be summarized under four headings:

> Unpleasant personal relations and public humiliation as well as the feeling of hatred for one's enemies and the lack of opportunity to participate in friendly groups.
>
> Feelings of inferiority which may promote a continued maladjustment during adolescence and after, especially where there are physical defects or other peculiarities.
>
> Bizarre or exaggerated behaviors which are undesirable forms of overcompensation, such as the development of exaggerated egotism, showing off or day-dreaming.
>
> Resignation and withdrawal from the situation or from group activity with consequent loneliness and denial of participation in normal activities.

Yet even normal children may suffer when teasing tends to destroy the unity and harmony of the group by producing hostile attitudes, unfriendly relationships, withdrawal, enmity, and the break-up of friendships through the loss of *rapport*. Teasing which begins purely in the spirit of playful fun may eventuate in a serious quarrel or a fight.

We must not lose sight of the fact that playful teasing is an important part of the lives of children and adults as well. The idea that teasing stops with childhood is erroneous. Quite apart from teasing in family groups, which is not under discussion here, it continues in what one teacher has aptly called the "collegiate razz" in higher institutions of learning, and in "getting some one's goat" in the world of business. The world is full of practical jokers who are closely akin to the childhood teaser. It is part of one's education, therefore, to learn how to take teasing with good grace as well as how to meet it in case it assumes disagreeable proportions.

That teasing may be regarded as a desirable form of social control becomes evident when we consider that it is often a corrective of personal peculiarities which are in themselves socially undesirable. In many cases where a child is really an undesirable citizen of the juvenile community the teasing is quite a natural response of social disapproval.

It may be supposed that normal teasing in a group

is probably necessary for the socialization of the individual and the development of his personality. Normal children soon learn what types of behavior to avoid in order to keep from being teased. Teasing in these situations performs the same function in ironing out personal idiosyncrasies and promoting the influence of public opinion as "razzing" in a college fraternity. The same process takes place in the boys' gang where there is a constant interplay of personalities, and teasing results from any form of behavior that is unusual. This may account in part for the fact that the boy's personality, developed in the gang, may be far better socialized than that of a more individualistic type of boy in a middle- or upper-class environment.

Reports of one hundred and fourteen cases of teasing observed by teachers and others in connection with the present study indicate some of the factors that play an important part in the provocation of teasing activities. No statistical validity should be attributed to the following table since it does not represent a systematic survey of the problem.

FACTORS IN THE PROVOCATION OF TEASING

Physical defects	11
Mental defects	3
Defects in achievement	6
Personal traits	
Effeminacy	3
Conceit	2
Sensitivity	5
Size and weight discrepancies	6
Appearance	7
Sex contacts	8
Relations to teacher	2
Divergent behavior	6
Race, nationality and cultural differences	9
Social situations	
Family	10
Group	8
Revenge	2
Adults teasing children	6
Combinations of above factors	14
Other factors	6
	114

Control of any of the above factors which serve to provoke teasing activities will help to avoid teasing. The provocation of teasing on the part of the person teased is largely, though not solely, a matter of divergence from the recognized norms of the group. It is obvious that there are two methods of attacking the problem: one to alter the factor which provokes teasing, the other to deal with the aggressor.

In dealing with the possible remedies for harmful teasing, a number of suggestions may be offered.

Parents and teachers should be counseled to guide children to an understanding of the harmful effects of teasing not only upon the victim, but upon the personalities of those indulging in the practice. This is a part of the general program for the development of sympathetic understanding of the problems of others, or what is more commonly termed good sportsmanship and good breeding. Anything which tends to the development of good sportsmanship in the child will act as a powerful preventative both of teasing and of the sort of behavior which calls out teasing. Local parent-teacher groups might perhaps cooperate in the study of this problem and in handling difficult cases.

Another aim of parents and teachers, particularly for the child who is likely to be teased, would be to give such a child an effective technique with which to meet teasing. This may take either of two forms. One such countertechnique would be to maintain a "poker face" or an indifferent or good-natured attitude toward all gibes or insults. This of course is very difficult for any one, especially for a child, and even complete success may necessarily be shattered when the teasing takes the form of personal attack on one's clothing or one's body, such as tickling, pulling hair or poking. The ability to maintain indifference or to take the teasing with "gameness" and with good nature is a long step in successful adjustment.

Another countertechnique is willingness and ability on the part of the teased child to take his own part. He should be encouraged not to take meekly insults and personal attacks but, without having a chip on his shoulder, to fight back when necessary with every resource of his personality and in unmistakable terms. This is essential if the child is to maintain his status in his own social world and to keep his self-respect. Even if he is unsuccessful in his resistance, the efforts he has made will serve to gain the respect of the aggressors and help to deter them from future attacks.

HOME AND SCHOOL ADJUSTMENT OF PECULIARITIES

A very important suggestion for the control of teasing is for the teacher or parent to attempt to mitigate those peculiarities in the child which make him a target. This can be done in many cases by studying the child's physique, his appearance, his personality or his habits, and determining to what extent and by what methods idiosyncrasies may be overcome or modified. Here again schools in general have failed to recognize the problem.

Sometimes the peculiarity has arisen as a result of the teacher's or more often the parents' own relationship to the child, such as the insistence on the boy's wearing a Buster Brown hair cut, or going to school in "shorts" when other children wear knickers. Ec-

centricities on the part of the child are often induced by the parents' oversolicitude for his welfare. In such cases the problem is to re-educate the parent. The following analysis, observed by a teacher, is a case in point:

> At the death of William's mother when he was five years old, a maternal aunt devoted herself to rearing him. This devotion took the form of oversolicitude and she even gave up the thought of marriage. She refused to let him play with other boys because they were too rough. Even until his thirteenth year she accompanied him to and from school because she was afraid of his getting hurt in crossing streets. After school she helped him with his lessons in his little study room at home. A few friends whom she selected visited him only occasionally.
>
> As a result William was called "Auntie's boy," and "little girl," at school. He did well academically but the other boys would say, "Oh, how many times did you go over that with your Auntie?" He was a sensitive chap, but when he was teased he did not retaliate and carried his sorrow home to his aunt. Her reassurance did not console him, however, and her complaints to teachers and parents were of no avail so far as modifying the conduct of his tormentors. William was shut out of the social world represented by the juvenile community of his school. This began to alter the boy's conception of his rôle in life and he began to believe himself really to be "Auntie's boy." Instead of achieving a gradual emancipation from the feminine apron strings, which is the right of all male adolescents, he was headed for greater dependence.

MISTAKEN DIAGNOSIS

> The teachers blamed the boys who did the teasing rather than the aunt, failing to recognize that teasing under such circumstances was quite a natural reaction of the juvenile community. The best advice that the teachers and neighbors had to give the aunt was to move to a new neighborhood. A more adequate method would have been to attempt to make an active readjustment of the child in his school group by re-education of the boy himself, of his tormentors and of the mistaken aunt. As it happened a line of least resistance was followed and the aunt, at considerable financial sacrifice, moved from the district with no assurance that the boy would not meet a similar difficulty elsewhere.

In other cases the teacher is directly responsible, particularly where children are teased because they are considered the "teacher's pet." If partiality is shown an individual child or if there has been overrecognition of the good qualities of some child who may be particularly well behaved, well mannered, helpful or bright, all unconsciously the teacher may create for such a child a real problem of social status in the juvenile community. Such a relationship may stimulate jealousies or other attitudes which provoke special teasing on the part of other children.

WHAT TEACHERS SAY

Some teachers believe that teasing can be used with good effect by the teacher himself as is indicated by the following statements made by two high school teachers, a man and woman:

> I have not found that teasing is a problem. I have only had a few cases of boys coming to me for aid against older boys. These are really cases of bullying. Boys respond to teasing good-naturedly and there is a give-and-take to it that creates an atmosphere of comradeship in the class. I often indulge in it myself and I let the boys get back at me.
>
> I do not regard teasing as a problem—as a matter of fact I enjoy it. I often tease the boys—and they sometimes tease me. I think it establishes a feeling of friendliness, good humor and good sportsmanship, and if a teacher is the right kind, teasing never goes far enough to be annoying. Whenever one student teases another, if it is an even situation, I let them alone and enjoy it; if unequal, I aid the victim and we have lots of fun.

One elementary teacher on the other hand complains that the teachers in her school are the sole offenders perpetrating harmful teasing, and that the children follow their lead after the teacher has singled out a victim:

> I think teasing by the teacher is more serious than the teasing of one child by another. Most teasing by children in my school is the result of teasing by the teachers. Very often a teacher will tease a child because he "gets on her nerves" and before she can realize it, the other children tease that child by calling him the name that the teacher may have called him or repeating a phrase of the teacher's. Since I have been teaching, I have never witnessed teasing except the kind I have mentioned—so to do away with teasing, the teachers have to school themselves to curb their own teasing tendencies.

The child with a physical defect or handicap which cannot be corrected should be treated with the greatest thought and consideration. Among the eleven cases of physical defects which have excited teasing encountered in the present study, are constitutional inferiority, two cases of St. Vitus' dance, speech defects, enuresis, crossed eyes, two cases of club feet, baldness due to illness, and a withered hand. Teachers and parents are under a special obligation to manipulate

social situations to place such children on a par with their companions and to help other children to treat them with consideration. Even the members of a gang may evolve a wholesome attitude, often much better than that worked out by their elders in the school situation, as is evidenced by the numerous cases of hunchbacks and other boys with physical defects who are given special consideration in the gang.

Many social situations which are conducive to teasing can be adequately controlled by adults. Adults themselves, for example, if they realize the effects of teasing on children, will refrain from it more wisely themselves. Special care should be used by teachers and administrators so as not to place defective, eccentric or otherwise divergent children in unfavorable

(*Continued on page 118*)

When Adults Tease

BERTRAM D. LEWIN

The psychoanalytic approach points out underlying motives.

WE USE the word "teasing" with various connotations. We tease our friends and do not mean it unkindly. Perhaps they even enjoy it. We tease or rather we are asked not to tease the animals in the zoo; unlike friendly banter, in this case the pleasure is all ours. Adult teasing of children occupies a middle ground between these two. Certainly most, if not all, the pleasure is ours; how kind our intention is, and how much the child teased enjoys it, are both doubtful. The word "teasing" may indicate several classes of activity; the two most common forms we might more accurately term *jeering* and *tantalizing*. Through jeering, under the guise of fun or play, we make a person conscious of his natural or comparative inferiority. In tantalizing, we stimulate him to some activity and then thwart him in his expression of it. In both jeering and tantalizing we make our victim feel his weakness, his deficiencies or his helplessness. With more or less unworthiness we strive to raise our self-esteem by comparison.

Teasing, then, represents a special technique of giving expression to certain largely or wholly unrecognized motives. Under the guise of being playful, we give vent to conscious or unconscious hostile impulses, and the expression of these impulses which we are usually compelled to hold in check gives us a pleasurable sense of release. Pleasure in being cruel has been termed *sadism*. The question will naturally arise: why are we not directly cruel to a child? Why do we make use of the technique of teasing? Some savage tribes appear to have few or none of our reactions toward cruelty, especially to children. Even infanticide is sanctioned in certain societies. We can not be so primitively direct and selfish as they are; for if some one, especially a child, gets in our way and arouses our hostile impulses, at once our moral feelings, the forces in us which are in opposition to and repress the hostile impulses, come into action. So we salve our conscience by the technique of teasing—which looks like amusing the child but which actually gives vent to our more savage self. Teasing, therefore, is not pure cruelty but a compromise, the result of an unconscious conflict in the teaser.

The problem of teasing then is seen to be part of a larger problem; namely what is the source of our hostility, which is usually unconscious, toward the child? The answer, in general, would be that unconscious hostility represents something infantile in the teaser himself. The teaser is approaching the child with an old attitude held over from his own childhood. His hostility to the child is not primary and directed against this particular child as such. This child is simply a proxy for some other child or person who once figured in the teaser's own childhood. Not uncommonly this is a younger brother or sister, against whom the original hostility was directed—and repressed—at an early age. From this experience on, all other children come to mean the first children he knew, and these were to him little intruders who took from him part of his parents' love and attention.

Or curiously, the child may take for the adult the place once held by the individual's father. This interesting topsy-turvy of the generations depends on the fact that the child now represents duty, social responsibility and adaptation, and these are demands which were originally made by the first representative of society, the father. Consequently, unresolved unconscious hostility to the father, held over from childhood into adult life, may in turn serve to swell the parent's unconscious hostility to his own child. When, to conform to society's demand that we nurture and support the child, means to such a person a return to the once resented obedience to the father, the old hostility, originating in the father conflict and persisting

in the form of resentment at being forced to make sacrifices, comes to the surface in hostile impulses directed against the child.

A father may for another reason identify his son with his own father. In this case the child steps into his grandfather's unenviable position because he really does take relatively the same position in the new Œdipus triangle. The child is now the rival for the affection of the love object, the wife and mother in the present, just as the father was his rival in the man's childhood. The child is then unconsciously treated as though he were the father. For a woman, the child may by a similar process come to take the place of the mother.

Other Sources of Conflict

A sense of guilt may contribute to increase the hostile impulses, especially in women. Children, especially girls, have in the past been trained to associate ideas of shame with everything having to do with sex. It is not unusual that later in life, in spite of the sanction of church and state, a woman may nevertheless unconsciously adhere to the old code; reflecting the "blue laws" which still govern her sexual morality, she feels guilty because she has been so sexual as to have a baby. In certain neurotic cases, where a young mother is beset by a morbid fear of harming her baby, it is not unusual to find that, preceding the development of this fear, there was a period of intense guilt feeling accompanied even by suicidal impulses. The cause of this sense of guilt was not known to the woman. Its source was in the unconscious, and arose because she had committed the "crime" of having a baby. Even in essentially normal persons it is very easy to "project," that is, to blame the child for the guilt. The hostility arising from this source, then, is really the manifestation of an oversevere unconscious morality, a desire to do away with guilt.

A sense of guilt which ultimately goes to augment the hostility may arise from another source—from love of the child. In this case, to love the child implies in the woman's unconscious to "betray" the husband, to remain true to the husband means to repudiate the child. Until she can adjust and integrate these two loves, she suffers from this conflict.

Last but not least, the child is our little self. We love the little replica, and our displaced self-love and overvaluation blind us in most cases and at most times to his faults. But if it does not, then, alas, we subject the child to the same process by which we check our own self-love—criticism and condemnation. These transferred self-hostile forces are manifested in an increase of sadism toward the child.

Now as civilized beings we disapprove pretty completely of all these cruel infantilisms of ours. They could not find expression without special forms and techniques, such as teasing. But they do crop through, and, besides giving us pleasure, under unfortunate circumstances they may deeply influence the child. From the tantalizing technique the child may learn, and fix in his personality unalterably, the conviction that his aggressive tendencies are doomed to be thwarted. He then may adopt one of two attitudes: he may either develop a stubborn resistiveness; or, finding that his aggressions are hopelessly feeble, he may make the best of the situation, and learn, in some way we do not clearly understand, to enjoy suffering. As opposed to sadism, or pleasure in cruelty, we call this attitude of finding pleasure in suffering *masochism*. It is only recently that the injurious effect of early masochistic conditioning has become evident to psychopathologists. But it is now clearly recognized that masochistic tendencies have a far-reaching influence in the development and persistence of later neuroses.

Satisfying Obscure Needs

So far the discussion has dealt with what might be termed hostile or aggressive teasing. Erotic teasing, which is usually more unconscious on the part of the parents, serves a similar end. Demonstrations of affection between the parents that arouse the child's impotent jealousy, or exhibitionistic demonstrations of the parents' anatomic superiority may serve complicated trends of the parents. Erotic teasing, though perhaps more subtle than aggressive teasing, also is directed toward asserting the adult's superiority and power. This assertion seems proportional to the need in the adult for reassurance against his own feelings of inadequacy.

Similarly, direct jeering at physical or intellectual deficiencies may arise from a secret sense of inferiority in the adult. The defect seems to excuse the jeers. Here, identification with the child and hatred of one's own imperfections both play a large part.

After having paid so much attention to the possible bad effects of injudicious teasing, it may be worth while to strike a more optimistic note. In psychologic matters the quantitative and the relative are supreme. We have all been teased. Hidden resources in the child contrive to nullify or mitigate most of the forces that are directed against him during his development. Yet it is true that if parents could settle their own psychic problems, whether these originate in the present or in the past, children might be spared much suffering. In so far as this can be done children will stand a chance of psychic health, who can say how much better than have the children of the past?

Shall We Abolish Teasing?

BERTHE GOODKIND

"Speak roughly to your little boy,
And beat him when he sneezes.
He only does it to annoy,
Because he knows it teases."
Alice in Wonderland

WHAT do we need to know about teasing? First, we need to understand the common human qualities to which it gives one form of expression; and second, we need to know the immediate stimulus which sets it off. In analyzing teasing we must recognize that all of us are heirs to primitive tendencies of hunting and to impulses of manipulation from which cruelty and teasing, as well as other less negative manifestations, may evolve. Another point we must keep clearly in mind is the fundamental purpose of education in relation to these primitive impulses; at home or at school, it should seek to find for them channels of expression that are socially constructive rather than destructive.

Norsworthy and Whitley, in "The Psychology of Childhood," differentiate teasing from the more cruel form which they term "bullying." The former response is derived from the instinct of manipulation manifesting itself by means of "poking, pulling, punching and slapping." "When it is the hunting instinct and manifested toward a weaker individual, it is called bullying." Whatever form it takes, it is so strongly an integral part of personality and of the family that it cannot easily be singled out and looked at objectively.

How many homes are familiar with the call, "Mother, do make Peter stop! I can't do my homework when he's anywhere around. He's tried everything from jiggling my desk to playing with the lamp shade. Can't you *make* him leave me alone?"

Mother, who is also doing her homework, is not so sure she can make Peter stop teasing his older brother. Peter, she admits to herself, is a handful and she is at her wits' end. The only way she can *make* him stop is to put him forcibly out of brother's room and to lock the door against his return. Leaving Peter to his own devices, Mother again takes up her own work, with the sorry thought that "Peter's just a *born* tease. All I can do seems to be to keep them apart."

In reality Peter's case is neither so simple nor so hopeless as his mother believes. Psychologists and psychiatrists have put us parents on our guard against placing these stamps of finality upon individuals because they may habitually express themselves in certain ways. Pleasant, we label them "hail fellow, well met," "good mixer," "conscientious, considerate soul," or unpleasant, "bully," "crank" or "irresponsible citizen." Even with the "born tease" we are not justified in assuming, as did the Duchess in "Alice," that "he *only* does it to annoy because he knows it teases." There are a great many more reasons involved in teasing than the Duchess imagined. We are beginning to realize that behavior manifestations, be they pleasant or unpleasant, are symptoms, either of achievement and success or of personality difficulties. It is the unadjusted individual who, like Peter, expresses he knows not what frustrations in some form of emotional defense reaction.

If Peter persists in "taking it out" on his older brother, it is safe to assume that Peter is in difficulty. Peter's mother should not put a label on him, thus shutting out any constructive possibility of building up more social attitudes. She must try to find out what this *it* is that he has to "take out." One of the fundamentals of helping children to happy and sound adjustments is understanding; nowhere is this more needed than in relation to teasing. Peter's mother has not helped either brother very permanently by separating them. These rule-of-thumb solutions seldom do the lasting good which may be accomplished by knowledge and sympathy, working together.

Teasing which goes beyond the bounds of mere playfulness must always be considered as a defense reaction. When Peter makes his brother's life miserable, it is important to begin by helping him find out from what he is trying to find protection and compensation. What may the difficulties be? Has Peter had a hard time at school? Is his brother the teacher's pet, while he gets into trouble? Or do father and mother praise the older brother for accomplishments with which he cannot begin to compete? If Peter's brother is the more successful in his studies, Peter can be helped to achieve success according to his own best powers. If these be manual and not academic, help him to function constructively in this way. He, like all normal beings, needs self-respect won or earned through successes, and only thus will he learn to respect others and their achievements.

Since under this guise of playfulness teasing involves a purposeful response reaction to aggravating situations, it can only be met in a really satisfying way by alleviating the aggravation. From this point of view,

teasing may be divided into two general groups: the first group includes cases in which the aggravating cause is independent of the object of the teasing; the other group is more easily recognizable in that it manifests a direct relation between the teaser and the teasee.

The former group may be illustrated by the very familiar situation of the child returning home after an unsuccessful and disappointing day at school. Perhaps as a consequence he will appear sullen and morose, but he is also likely to be fretful and irritable. What is more natural than that something should go wrong? By his disgruntled appearance, he lays himself open to attack.

When a child chooses as the object of attack his younger brother, his older sister or whoever it may be, he will give his method a veneer of civility. To do otherwise affronts his very conscience. By adopting the guise of playfulness, he accomplishes his purpose of relieving his own feelings and simultaneously excuses himself because he is "just teasing." It is all one big joke to him that he pulls his sister's hair as he passes her nonchalantly.

The second situation is well recognized where outstanding differences in ability and accomplishments exist among members of the same family. As illustrated in the case of Peter, a strong desire for companionship is often frustrated if, through inherent differences in make-up, there seemingly exists no level on which children in a family can meet. We often see the child with marked intellectual interests in the same family with the child who does not share them. Either may be irritated with the other when he finds no response to his own interests.

Where the Psychiatrist Is Needed

When we meet with the grosser expressions of teasing in the form of cruelty, the corrective measures must be sought from the clinician in the field of psychiatry. This, however, does not imply that the gang of boys who, when set loose in the country, seem to delight in aiming their slingshots at helpless frogs, are psychopathic cases. These boys require a good scout leader to direct their energies to more wholesome ends. The form of teasing, called sadism, in which the tormentor really seems to take delight in the suffering of the tormented, be it animal or human, is a form of behavior about which we need a great deal more insight than is now available in order to deal intelligently with the person so afflicted.

Nor can one offer a cure or specific remedy for the many other familiar forms of teasing, like hiding a sister's rubbers on a rainy school morning; scratching on a glass surface to annoy the teacher; or snapping out electric lights while a big brother is reading. We ought to realize that personal differences may cause these confused relationships and unreasonable forms of behavior which, in common parlance, we call "rubbing each other the wrong way," or "getting each other's goat." It is essential to recognize these differences and proceed skilfully in the direcion of giving the child himself insight into his behavior. Even Bill, five years old, can be told that he hid the rubbers mainly to get even because sister accidentally knocked down his blocks. Besides, Bill can understand that his action will make his sister late for school and will have unpleasant consequences for her far beyond his intention. Above all, Bill and his sister must be recognized as different personalities, and given every opportunity for individual growth. But along with this individual development, it is equally vital for them to gain a sense of social respect and social responsibility in family and social interrelationships.

Wit and Good Humor—Two Saving Graces

Though teasing in the home is generally considered a household abomination, yet would we abolish it—if we could? If we stop to think a moment, we wonder whether the home entirely devoid of teasing would itself be entirely normal and happy. There is a certain socially valuable quality in the kind of teasing which develops playfulness, a sense of give-and-take, a play of repartee. The home without its savor might also lack a livable and human atmosphere—where a father very playfully refers to himself as the neglected child who never gets the "white of the chicken" because the children have the preference, or the discerning daughter impersonates the mother's telephone club voice. We may dismiss this as nothing more or less than banter.

Perhaps the simplest way of looking at the whole thing is to consider objectionable teasing as a symptom. The objective of our treatment should be not so much to alleviate the symptom as to remove the cause—the deeper difficulty—and to build up normal and well adjusted personalities who can participate in the give-and-take of family life. When all is well within, children may still "tease," but it will not be a matter of grave concern to themselves or to us.

A woman, now a great-grandmother, tells how in her own happy childhood, she once begged, "Mamma, make Frankie leave me alone." Mamma complied and Frankie, who really was not teasing in a serious way, was soon so interested in something else that he completely forgot little sister. This was more than she bargained for, and the next plea was, "Mamma, make Frankie *stop* leaving me alone!" There is validity in childhood's perennial reason for teasing—just for fun.

CHILD STUDY

published by

Child Study Association of America

509 West 121st Street - - - - - New York, N. Y.

Editors

ZILPHA CARRUTHERS FRANKLIN SIDONIE MATSNER GRUENBERG
JOSETTE FRANK MARION M. MILLER
CÉCILE PILPEL

CORA FLUSSER, *Business Manager*

VOL. 7 JANUARY, 1930 NO. 4

Editorial

Scrutinizing problems of teasing has led us to many unsuspected sources of human motivations. That cruelty, in many instances cleverly disguised, but still essentially pleasure in the discomfort of another, is at the bottom of most such manifestations, can scarcely be denied. Cruelty, however, while obvious enough as the motivating force in some instances, is so refined and civilized at the other end of the scale that the term seems hardly to apply. Whether or not the grosser cases of mental bullying, and the subtler forms of gentle raillery, both spring from a common source in emotional life, we must leave for the psychologist to determine.

For practical purposes, however, it seems necessary to discriminate between the kind of teasing which can do nothing but wound and weaken a child's normal defenses, and the other variety which often serves as constructive criticism by restoring a sense of humor (which is, at its best, a sense of proportion) to a situation that otherwise threatens to get out of balance. Such, for example, is the teasing by little brothers of their older sisters' extremes of seriousness in matters of clothes, cosmetics, parties and young men friends. There is also a form of premature fastidiousness and fussiness common among adolescents in regard to etiquette and social appearances which may undergo a wholesome process of modification under the battery of gibes from the same little brother. There is even a form of teasing which constitutes an actual compliment—just as there is a form of compliment under the surface of which lurks a jeer. Thus do our real feelings find expression without violation of the social amenities.

In the last analysis, however, it is not the subject matter of teasing which will give or deny it a valid place in human relationships, but its underlying spirit. And the spirit, in turn, will be determined by the extent to which those involved are at peace with themselves and their fellows. Cruel teasing never comes from the well adjusted and the emotionally poised. Where there are tolerance and acceptance of human difference, amusement takes the place of sadism, an amusement which invites the object himself, if he can, to participate in the fun. This analysis possibly furnishes us with the key to the distinguishing characteristic of that teasing which has charm, validity and even therapeutic value. Such teasing is always conducted on the level of the individual teased—it constitutes a challenge to participate and, instead of depreciating the antagonist, it elevates him to the place of an equal and suggests a common basis for sympathy.

Much has been said about the kind of child who provokes teasing, both as to the situation which calls it out and as to possible constructive ways of meeting it. We must not forget that teasing, like other social contacts, takes two. The teaser himself is at least as much of a problem and equally in need of adjustment. But it is of little avail to try to raise teasing to another level by any purely intellectual appeal. It is true that a certain number of children can be reached through ideals of fair play and good sportsmanship. It is equally true that, in an effort to take stock of themselves, many teachers and parents may consciously strive to keep their own teasing on this plane. But for adults as well as children who are prone to tease, there is only one really adequate way of drawing the sting. This is to remove the underlying causes, the social maladjustments and emotional dissatisfactions for which they are blindly seeking outlet.

CHILD STUDY *for February*

Disciplinary Devices—Rewards

News and Notes

Chicago Child Study Lectures

Dr. Fritz Wittels, of Vienna, will deliver a series of lectures at the Chicago Woman's Club on January 6, 8 and 10, under the auspices of the Chicago Association for Child Study and Parent Education and the Illinois Society for Mental Hygiene. Dr. Wittels, a disciple of Freud, has been since the war Consulting Psychologist for the Psycho-Technical Institute of Austria. His lectures will be entitled: "Psychoanalysis and Various Contemporary Schools," "Freud's Idea on Sex and the Super Ego," and "Comparison of the Primitive, Child and Dream Mind."

Winnetka Holds Community Conference on "The Family"

A one-day conference on "The Family," sponsored by the New Trier Township High School, North Shore Country Day School, Winnetka Woman's Club, and Winnetka Public Schools, was held at the Skokie School in Winnetka, Illinois, on Monday, October 28, 1929. The enthusiastic response to this symposium on parent education suggests an approach for other communities.

The chairman of the afternoon session on "The Family and the Community" was Dr. Carleton Washburne, Superintendent of Winnetka Schools. After a greeting by Mrs. Samuel Lawton, President of the Chicago Association for Child Study and Parent Education, Prof. A. Eustace Haydon spoke on "Putting Ideals into Behavior," and Prof. Edward Sapir on "What Is the Family Still Good For?"

The dinner session, conducted in three round table groups, chose as its general topic "The Family and the School." Group one discussed "The Pre-Primary and Primary Age," and Prof. Patty Smith Hill lectured on "The Twenty-Four Hour Day of the Young Child." Group two considered "The Elementary School Age," and Dr. Esther L. Richards the problem of "Getting the Child Ready for High School." Group three selected "The High School Age," which Dr. Solomon B. Freehof defined as "A Crisis in Home Life."

Mr. Perry Dunlap Smith conducted the evening session on "The Family and the Home." Prof. Thomas Vernon Smith lectured on "The Clash of Family Ideals." Books for children of all ages, parents and teachers, and educational toys were on exhibition during the afternoon and evening.

National Congress of Parents and Teachers Meets at Teachers College, Columbia

A Parent-Teacher Conference was held at the Lincoln and the Horace Mann Schools, under the auspices of Teachers College, Columbia University, and the National Congress of Parents and Teachers, on December 5 and 6, 1929. The topics under discussion indicated the significance of the parent-teacher movement in relation to home-making, social hygiene, vocational guidance, education, recreation and training for citizenship. The officers of the Congress who presided at the various meetings were: Mrs. Louis T. de Valliere, Mrs. Bruce Carr Jones, Mrs. Edward C. Mason, Mrs. Frederick M. Hosmer, Mrs. W. A. Saltford, Mrs. William F. Little and Mr. J. W. Faust. The speakers included: Mrs. A. H. Reeve, Dr. George D. Strayer, Mr. Joy Elmer Morgan, Miss Anna M. Cooley, Dr. M. A. Bigelow, Dr. Frederick G. Bonser, Dr. Harold F. Clark, Dr. E. K. Fretwell, Dr. Rollo G. Reynolds, Dr. David Snedden, Dr. Jesse F. Williams, Mr. Weaver W. Pangburn, Dr. Albert Shiels, Dr. Goodwin B. Watson, Mrs. Sidonie M. Gruenberg, Dr. Helen T. Woolley and Mr. Newell W. Edson.

Training in Family Relationships

As a preventive measure in family maladjustments, The New York State Federation of Women's Clubs is sponsoring a series of lectures on "Family Life." Medical and social experts will conduct the series, free of charge, at the Home Making Center in the Grand Central Palace, every Thursday afternoon. The first lecture was given on December 5 by Dr. Anna Garlin Spencer and Dr. Harry E. Barnard on "The Family as a Background for Family Life." Mrs. Cécile Pilpel spoke on the "Influences of Environment" on December 12.

Personal problems will be given individual attention, and courses of study suggested to those interested. An extensive and up-to-date library will be maintained by the Federation. The advisory board includes Dr. Benjamin R. Andrews, Dr. George S. Stevenson, Dr. Anna Garlin Spencer, Dr. Harry A. Overstreet, Mrs. Bernard Ernst, Mrs. Howard S. Gans, Miss Anna Eva McLin, Dr. Frederick W. Howe, Dr. Valeria Parker, Dr. Benjamin S. Winchester and Mrs. Sidonie M. Gruenberg. The Federation is basing its project on the findings of the United States Department of Commerce as to the causes of divorce. It is stated that one out of every six marriages in this country reaches the divorce courts because of lack of understanding and adjustment.

Parent Education in Kansas City

The Parent-Teacher Council of Kansas City, Missouri, reports a varied and well planned program of parent education activities and accomplishments including: organization of classes for parents of preschool, grade school and high school children; use of study outlines; presentation of diplomas for parent education group members; training of leaders for preschool and grade school classes; formation of a Parent Education Division in the Kansas City Teachers' College; and remuneration of all speakers.

"Trends in Home-Economics Education"

The progress of parent education in the home economics field during the years 1926-1928 is emphasized by a recent official publication. The Department of the Interior has just issued a bulletin "Trends in Home-Economics Education" which gives some idea of the steady growth which is continuing. Quoting from the bulletin, "Child development and parental education, according to the field worker in that subject of the American Home-Economics Association, is offered in one hundred and forty-eight colleges as residence and in twenty-five as extension courses. Twenty-seven colleges cooperate with nursery schools; seventeen have nursery schools administered by departments of home economics; ten offer research in child development conducted by staff members of the home-economics departments, and eight have research workers directing the studies in the field of child development and parental education." During the biennium, fellowships for further study in child development and parent education were offered to forty-eight trained home economics workers. Courses in social and family relationships now are given very generally throughout the United States and are open to boys in many sections of the country. Even large business houses are beginning to see the value of trained home economics workers on their staff.

Dr. Knight Dunlap Lectures on Mental Testing

Dr. Knight Dunlap, Professor of Psychology at Johns Hopkins University, lectured on "A Critical Survey of Mental Testing" at a conference held by the Child Study Association on November 19.

Dr. Dunlap characterized mental testing as one of the most flourishing modern industries. Bitter opposition and sharp criticism of the tests have not acted as deterrents but have rather increased interest in them and given additional recognition to their promoters.

In analyzing the term "mental test," Dr. Dunlap stated that the term "mental" is generally accepted as including those functions of human beings associated with imagination, perception, learning, coordinated movements, habit formation and skills. The term "test" offers greater difficulty of definition, for its significance is not adequately conveyed by "measurement." The tests are constructed, standardized and administered with the purpose of determining the mental position of an individual in relation to a group. Standardization necessitates the following basic procedures: first, that a sufficient number of individuals are available for testing; second, that the conditions under which they are tested are uniform; third, that the group should be representative of the whole population. The better types of mental tests emphasize two points: factuality and practicality, their aim being to find a correlation between the participant's performance in the tests and his success in daily life for the purpose of predicting his future ability. The Binet-Simon tests are the best examples of these, and their amazing success in skilled hands made for their general acceptance. The experimental psychologist now admits that mental tests measure only the ability to learn a required performance under specified conditions; and the clinical psychologist must therefore consider the test score in relation to other factors such as the conditions of the participant's home and school life.

The most authentic test at present is the trade or vocational test, the purpose of which is to determine the participant's aptitude for a certain type of performance. Experience has shown that each test must be based on performances and be standardized in accordance with what is necessary for success in a specific trade or vocation. The broader the vocational range of the test, the less significant the result; for example, tests of racial differences are without value. The closer the test material is to the ability to be predicted, the more reliable the test. The special aptitude test is a refinement of the trade test.

The public has a responsibility in regard to mental testing. The mass of charlatans now in the field must be discouraged. But every effort should be made to encourage the application of tests when practical results are clearly obtainable. We should insist that application be made by persons who have had adequate clinical training. We should encourage research for the purpose of improving methods of testing. But we must always look at the present tests in the light of what has been achieved in the past and what is to be expected in the future, rather than as certainties. This understanding of them will greatly increase the social value of mental testing.

Announcements

Dr. H. Crichton Miller's lecture on "The Study of the Child" will open the 18th Annual Conference of Educational Associations which will meet at the University College, London, from January 1 to 8, 1930. In addition to this recognition of the importance of child study the Conference will devote two sections to nursery school education.

The National Child Labor Committee held a two-day conference at the Hotel Roosevelt, New York City, on December 16 and 17. It is interesting to note that the first problem considered in connection with child labor was the adaptation of education to the needs of modern life.

Dorothy M. La Salle, Acting Director of the Summer Play Schools for the past year, has been released by the Child Study Association in order that she may act as Secretary to the Committee on the School Child, of which Dr. Thomas D. Wood is Chairman. This is one of the Committees of the White House Conference on Child Health and Protection.

Study Groups

The study group season, now well under way, gives promise of a diversified as well as an active program. Eleven new groups have been formed; in Washington, D. C.; Bridgeport, Conn.; Waterbury, Conn.; Augusta, Ga.; Framingham, Mass.; Hackensack, N. J.; Brooklyn, N. Y.; Great Neck, L. I.; Huntington, L. I.; Scarsdale, N. Y., Mt. Vernon, N. Y.

Three special lectures are being given for the group on Adolescence. On December 13, Dr. H. R. Miller, of Sydenham Hospital, spoke on "The Physiological Changes at Adolescence." Dr. Bruce B. Robinson, of the Department of Child Guidance, Newark Board of Education, will speak on "The Emotional Make Up of the Adolescent," on January 24, and Mr. William M. Curry, Director of the Oak Lane Country Day School, will lead the group on February 28, speaking on "The Education of the Adolescent."

To facilitate the coordination of the Bronx study groups with the Association's Headquarters, a special committee has been formed representing the various local affiliated groups. This committee has been meeting at the home of Mrs. Ray Magid, Leader of Chapter Eight, and has been in consultation with Mrs. Cécile Pilpel, Director of Study Groups.

At a meeting under the auspices of the Parents' League of Brooklyn on December 9, Mrs. Pilpel met a special request for a talk on "The Modern Grandmother."

Many dramatic performances for children which are scheduled for the holiday season and later may be of interest to New York City parents. This list includes the performances of which announcements have been received by the Association; it offers suggestions rather than a complete or critical survey.

Civic Repertory, 105 West 14th St.
Peter Pan
December 14, 21, 26 to 28, 2:30 p.m.

Clare Tree Major Children's Plays
McMillin Academic Theatre, B'way and 116th St.
Pinocchio
December 21 and January 4, 10:30 a.m.
The Snow Queen
January 18 and February 1, 10:30 a.m.
Hans Brinker
February 15 and March 1, 10:30 a.m.

Juilliard Graduate School
Heckscher Theatre, Fifth Ave. and 104th St.
Hansel and Gretel
Dec. 24, 2:45 p.m.; Dec. 26 and 28, 8:30 p.m.

Junior League Players
Hampden Theatre, Broadway and 62d St.
Sonya's Search for the Christmas Star
Dec. 20, 3:00 p.m.; Dec. 21, 10:30 a.m.

Junior Players of the Neighborhood Playhouse
Booth Theatre, 222 West 45th St.
La Boutique Fantasque and **Mascaiada**
Dec. 27, 29 to 31, 3:00 p.m.; Dec. 28, 11:00 a.m.

Juvenile Guild of the Theatre
Heckscher Theatre, Fifth Ave. and 104th St.
The Wizard of Oz
December 26 and 28, 2:30 p.m.
Racketty Packetty House
January 2 and 4, 2:30 p.m.
The Land of Oz
Jan. 18 and Saturday afternoons in Feb., 2:30 p.m.

Sue Hastings' Marionettes
McMillin Academic Theatre, B'way and 116th St.
Peter Rabbit
January 11, 10:30 a.m.
The Pancake Princess
February 8, 10:30 a.m.

The Tatterman Marionettes
Lenox Little Theatre, 52 East 78th St.
The King of the Golden River and **Hey Diddle Diddle**
December 26 to January 4, 10:45 a.m.
Pan Pipes and **Donkeys' Ears** and **The Three Billy Goats Gruff**
December 26 to January 4, 2:45 p.m.

Coming Events

The Child Study Association of America announces the following program of activities:

Afternoon Conference
CHILDREN'S LEISURE
Tuesday, January 14 at 3:30 p.m.
Mr. Joseph Lee

Evening Conference Series
THE FAMILY
Mondays, from January 6 through February 10

THE EFFECT OF CHANGES IN THE STRUCTURE AND ACTIVITIES OF THE HOME
January 6 at 8:30 p.m.
Dr. Anna Garlin Spencer
Discussion opened by Mrs. Howard S. Gans

THE NEW FREEDOM AND ITS EFFECT UPON HOME AND FAMILY
January 13 at 8:30 p.m.
Dr. Edward Sapir
Discussion opened by Mrs. Cécile Pilpel

HOW LEGAL CONSIDERATIONS AFFECT THE FAMILY
January 20 at 8:30 p.m.
(Speaker to be announced)
Discussion opened by Mr. Frank E. Karelsen, Jr

MONEY AND ITS INFLUENCE UPON THE INTERRELATIONS OF FAMILY MEMBERS
January 27 at 8:30 p.m.
Dr. Benjamin R. Andrews
Discussion opened by Dr. Benjamin C. Gruenberg

CONFLICTS AND ADJUSTMENTS IN THE HOME
February 3 at 8:30 p.m.
Dr. Fritz Wittels
Discussion opened by Dr. Leonard Blumgart

REEDUCATION AND CONTINUITY OF EDUCATION FOR PARENTS
February 10 at 8:30 p.m.
Mrs. Sidonie M. Gruenberg
Discussion opened by Prof. Helen T. Woolley

This series is open to members on presentation of special admission cards, which may be secured from Headquarters. A joint membership of $15, identical with the single $10 membership, is offered to husbands and wives. They receive one set of literature, and each is entitled to full privileges.

RADIO TALKS
from Station WEAF
Fridays at 2:15 p.m.

Dec. 20—INDIVIDUAL DIFFERENCES AMONG MEMBERS OF THE SAME FAMILY
Miss Jeanette Regensburg

Dec. 27—TO EAT OR NOT TO EAT
Mrs. Elizabeth Fichandler

Jan. 3—NEW YEAR'S RESOLUTIONS FOR PARENTS
Mrs. Jean Schick Grossman

Jan. 10—PRESENT-DAY GRANDMOTHERS
Mrs. Cécile Pilpel

Jan. 17—THE CHILD'S SOCIAL ADJUSTMENT
Dr. Caroline B. Zachry

Jan. 24—CURING YOUR CHILD OF FEAR
Dr. Frank Astor

Jan. 31—WEEK-ENDS TO FIT THE FAMILY
Mrs. Robert E. Simon

A series of talks on "Bringing Up Children," arranged by Jessie A. Charters, is being broadcast every Tuesday at 10:00 a.m. over station WEAO by the Ohio State Department of Education.

Contributors to This Issue

EDWIN A. KIRKPATRICK
Author of "Fundamentals of Child Study"

PAUL HANLY FURFEY
Instructor in Sociology, The Catholic University of America, Washington, D. C.

FREDERIC M. THRASHER
Assistant Professor of Educational Sociology, New York University; Director, Boys' Club Study

BERTRAM D. LEWIN, M.D.
Psychoanalyst, New York

BERTHE GOODKIND
Bibliography Service, Child Study Association of America

An invitation to "take your pen in hand"

Does something you are reading in CHILD STUDY make you think of a particularly successful method or experience of your own?

Do you agree with the contributors?

Do you want further information on any of the subjects recently discussed?

Do you have a problem similar to these on which you would welcome discussion?

CHILD STUDY cordially invites correspondence. In order to develop a closer contact between the parents and specialists whom the magazine serves, it has inaugurated this new department. Letters from readers will be published, and any points they raise will be discussed in the magazine by members of the Association staff. The value of this service will depend on what readers contribute out of their own needs and experience.

Our eighteen-year-old daughter, a sophomore in a girls' college, is determined, to the point of insurrection, on leaving her present school and going to a school of architecture in a large city. We are much concerned because she has never shown any marked aptitudes which might fit her for such a highly skilled profession. We cannot make up our minds either to forbid her going or to permit something we feel will lead to unhappiness for her. Is there some element in her desire which we are too close to her to evaluate? Is some entirely different solution for either her or us possible?

This question has been referred to Miss Gertrude R. Stein, who is one of the three vocational guidance counsellors who will collaborate in an article for a coming issue of CHILD STUDY. Miss Stein will welcome similar questions as material for her article.

~

My little girl of four has always seemed an "eating problem" to the rest of us, although we have been particularly eager to have her well nourished because her father suffers from indigestion. I had always thought she should have her meals alone, but after reading the article about eating habits in CHILD STUDY, I wonder if she would not be better off at the family table.

Where the other members of the family have no eating problems of their own, it is true that a child often profits by their good example and by being part of the group, provided the family schedule and menu are suitable. But where there is some one who is "on a diet," whether because of doctor's orders or personal food fads, the example is not likely to be good and the child, in an anxious atmosphere, becomes the center of too much attention. As a result of Dr. Davis' experiments, the best practice as a general rule seems to be to serve the child or children apart from the adults, with absolutely no comment on the food eaten or not eaten. The essential point is to make meals a pleasant occasion, free from nervous strain or undue emphasis on the food itself. Possibly, too, the father might be helped to relinquish his digestive difficulties or at least not to impose them on the rest of the family.

~

After reading about parental attitudes toward individual differences, it seems to me that the point of view represented by your contributors is —"whatever goes wrong with the child, it's all the parents' fault." Aren't there cases in which parents are absolutely blameless and yet are not successful in the social adjustment of their children? I am thinking in particular of a self-sacrificing and intelligent mother, one of whose sons is all that could be desired while the other is always in trouble in the high school they both attend.

This raises several questions much too involved to be answered in brief or without personal knowledge of the individuals. A few points, however, may be suggested. In analyzing parent-child relationships, there is no question of blame to any one, either parent or child. It is very true that many parents, however "blameless," self-sacrificing or intelligent, have not succeeded in helping all their children to satisfactory adjustments. We have today learned to take the attitude that when a boy is "always in trouble," there is some fundamental difficulty—somewhere. And we know from experience that the things which affect children most deeply have their roots in the family setting, although of course school and neighborhood are sometimes additional factors. Though the parents are not to blame, the *responsibility* rests directly upon them to make the child's environment and his adjustment to it satisfactory. This is what many parents have always done more or less consciously. But now they can find aid in meeting this responsibility in the understanding which has come with our increased knowledge of the forces affecting child development. In the case mentioned, the indications from the necessarily brief statement seem to point to a lack of just this understanding on the part of the parents, and perhaps also of the school, as to the different needs and capacities of the two boys.

Parents' Questions

A discussion of children's teasing and the problems which its varied manifestations create for children and their parents.

It is impossible to find cases of teasing which could be called "typical" since each question of teasing must be considered individually with all its implications. The questions discussed here must therefore be considered as merely suggestive, rather than "typical," of problems with which parents must deal.

Question: In a nursery school, a three-year-old teases her companions by trying to frighten them with such suggestions as "Your nurse isn't coming for you today so you will have to stay here tonight" or "You can't go to the roof with us because you cried today." Since the child does not seem to be malicious, and is well adjusted and active in her play, the nursery school teacher is at a loss to account for this form of expression.

Discussion: It is possible that the child has been similarly teased by older children with whom she has been playing, or perhaps by adults, and is compensating by venting her feelings of annoyance and impotence on her contemporaries. A three-year-old can be helped to build up a more satisfactory defense against teasing —to accept it in a spirit of play. A real effort should be made, however, to relieve her by reaching the source of the teasing. This might be done partly by a direct appeal to the older children or adults responsible for it, and partly by arranging, so far as possible, to have the child play only with children of her own age.

Question: The whole family systematically mimics the youngest of three children, a five-year-old who still uses "baby talk." Is this sort of teasing legitimate as a means of curing the child of this habit?

Discussion: If the baby talk has come about in imitation of an adult's early speech with the child, mimicry is likely rather to emphasize and fix the wrong pronunciation than to cure it. We must realize, too, that a child who persists in baby talk is sometimes using this as a means of attracting attention. Long after the baby talk has ceased to be applauded as "cute" she still finds it satisfying in the amount of attention it brings her, even though this attention takes the form of disapprobation, scolding or even teasing. Under these conditions teasing could hardly be considered a therapeutic measure. On the contrary, such concerted family teasing is likely only to deepen the child's sense of her inferiority in the family group. Furthermore, in this tendency of the whole family to tease the youngest there is a danger of fixing a pattern of behavior toward her which the other children will carry on, perhaps even into their adult relationships with her. Constructive measures would look rather toward helping the child "put herself over" in ways that are more socially acceptable. For example, she might be encouraged to talk over the telephone occasionally, and to talk distinctly and correctly in order to make herself understood.

Question: A child of five teases her two-year-old brother, pinching him or pulling his hair, in what seems to be a deliberate effort to make him cry. As soon as he does cry she hastens to console him with affectionate caresses and reassurances much to the baby's evident pleasure.

Discussion: In such a case we suspect at once that jealousy may be the cause of the older child's behavior toward the younger and that an increased amount of attention should be given to the little girl. To create a tie of interest and affection for this baby, she might be invited to help in dressing and washing him, in arranging his things, or covering him at night. She would probably enjoy making paper toys for his amusement, and otherwise being allowed to feel that she is doing things for him.

Question: Is teasing a desirable and legitimate method of weaning a five-year-old boy from playing with dolls?

Discussion: Though teasing brings up the immediate question, there is a second and more important problem—*need* we wean a boy away from dolls? There is really no reason, beyond the mandate of custom and tradition, why dolls should appeal only to girls. Many little boys enjoy dolls, and this enjoyment may be wholesome and legitimate. It becomes unwholesome only when it lays the child open to the taunt of being a "sissy," somehow deficient in manly traits. In view of the very general prejudice on this subject it is not easy to guard against such taunts from playmates and casual observers. Just because of this, the boy who likes to play with a doll needs the sympathetic attitude of those who are close

to him—especially his parents—until such a time as he gives up the doll of his own accord. He can be helped by them to understand that the attitude of others toward his interest in dolls is based on custom and tradition, and he can come to ignore their teasing, or at least not to be hurt by it.

Question: A sensitive girl of ten, who is slow of speech and action, is often the butt of sarcastic sallies by the teacher, much to the amusement of the other children. Her teacher, when approached by the parents, insists that her sarcasm is effective in prodding the girl into speeding up. How can the child be helped in this situation?

Discussion: If the teacher cannot be brought to cooperate, the situation can be mitigated only by helping the child to tolerance, if not sympathy, for the teacher's attitude. It might be explained to her that this teacher is obliged to cover certain ground, which involves speeding up of class procedure; that she has many demands upon her time and attention and does not stop to consider individual feelings and idiosyncrasies. Such an explanation would shift the emphasis from the child's own difficulties to the teacher's problems. A child placed in such a position needs especially the reassurance of a sympathetic attitude at home. She needs also to find ways of expressing herself which do not depend upon speed in order to win approval.

Question: A boy of twelve constantly teases and annoys his two younger sisters. The situation is made particularly difficult because of the evident fondness of the little girls for their brother, and the fact that they often deliberately invite the teasing. They even seem to enjoy it up to a certain point. Beyond that point, however, there is always violent altercation, ending in an outburst of tears and recriminations.

Discussion: Children often like to be teased by an older child because it is the only way they can get the teaser to play with them. It is when the teasing reaches a point where they lose the ability or the desire to "play back" that they begin to resent it. Perhaps the parent can devise some more fruitful ways in which the older child may find it interesting to play with the younger ones. His services might be enlisted for example, in making or repairing their doll furniture or other playthings. His advice might be sought when they are making plans for parties or other undertakings, and a special part in these plans left to him to carry out. But in addition, the boy must be helped to find other satisfying interests and play contacts on his own age level. He needs to feel his own power and superiority, and if he can feel this legitimately through successful projects of his own he will be less likely to seek this kind of satisfaction through power over the younger children.

Question: A stuttering child is constantly baited by his playmates, so that he is more and more reluctant to go out to play. The parent believes that this teasing is retarding the therapeutic work that is being done with the child to cure the speech defect. How can this situation be handled?

Discussion: It should be possible to approach this problem from two sides: first, through a frank discussion on the subject with the child's playmates; and second, by strengthening the boy's own defenses. Children are reasonable beings, and can cooperate and even enjoy sharing responsibility when they are rightly approached. It should be possible to explain to a few of the leaders among the children the serious aspects of a stuttering difficulty and the importance of their cooperation in the efforts to overcome it. But in addition to this, it is necessary to help the boy himself to an understanding of the situation, of the nature of the teasing and the motives of the teasers. If he has any special aptitudes these should be developed and emphasized and should be made a basis for his own evaluation of himself. Special attention should be given to planning his play activities to suit his capacities, so that he may be able to "put himself over" with his companions—to win their respect—in lines of competition in which he can be successful.

Question: A whole class of twelve-year-olds take delight in teasing the French teacher whose limited knowledge of English makes her an easy prey. The children seem to be really fond of her, but cannot resist the temptation to tease during her lessons. Should parents interfere in this kind of teasing?

Discussion: Probably an appeal to the spirit of fair play and good sportsmanship would go far toward breaking up this group attitude. Possibly too, a more sympathetic understanding of the problems and difficulties of a foreigner could be given to the children. Behavior like this toward a foreign language teacher may also be in some measure a defense reaction, since the children themselves may feel ill at ease and awkward in the presence of a strange language and an unaccustomed manner. This feeling can be somewhat overcome by establishing closer personal contacts with the teacher—inviting her to the home or to a share in some social undertakings. Some children, too, have a real language difficulty and their resentment at being compelled to struggle with a foreign language expresses itself in this way. To such children it could be pointed out that their attitude is not proving helpful to the learning process.

There remains, however, the important factor of interest in classroom work. Where children resort to this type of activity in the classroom there may be indicated some fundamental lack either in content or in method of presentation of the subject matter. Steps should be taken to make the work of the group more live and stimulating, so that there will be legitimate interest rather than destructive activity.

Question: Should parents interfere when a younger brother teases his adolescent sister about her "boy friends"?

Discussion: This kind of teasing is almost inevitable. Very often the adolescent secretly enjoys it even though she goes through the outward motions of protest. As a matter of fact, such teasing may be rather salutary in restoring the girl's sense of proportion and sense of humor when she has been inclined to take too seriously these boy-and-girl relationships. Moreover, she will see for herself that the teasing will stop if it fails to "get a rise" from her, and if she is really as anxious to have it stop, as she says she is, she should find it possible at least to act as if she were unconcerned.

Question: A girl of ten is subjected to teasing by her classmates because she wears clothes differing conspicuously from the accepted mode. Her mother, who is a textile artist, designs the child's clothes herself, and prefers their æsthetic loveliness to the prevailing fashions which are worn by the other children. Should her attitude be influenced by this teasing?

Discussion: Children are often made needlessly unhappy by this kind of teasing. It is true that some children feel more than others the desire to "belong" which is expressed in behaving and looking as nearly as possible like the group. Where this need is strongly felt parents must recognize it and be willing to make concessions to it. The parent who is an ardent individualist often imposes upon her child her own attitude of non-conformity, hoping to develop in the child a resistance to the pressure of public opinion. This may be permissible when the child herself enjoys being "different" or is at least not concerned about the question of conformity. But where the child is sensitive to the pressure of group opinion it is unfair for the parent to impose her own attitude on the child who has no choice. The child will be far more likely to accept her mother's standards of taste if no pressure is exerted to force them upon her.

Question: In a class of eleven-year-olds there is one foreign-born girl whose strange accent and unfamiliarity with the traditions and customs of the school are a constant invitation to the teasing of her classmates. How can this situation be met?

Discussion: The foreign background might be capitalized to focus the children's attention upon the many things which this child can contribute of her own traditions and customs. Folk tales and songs, stories of the things which children do there at play and at school, will help to bridge the gap between her and her American classmates. Furthermore, the children might be enlisted in an effort to help this child meet the problems and difficulties of a strange land. They can, to an extent, act as her hosts in America, and feel some responsibility for making her happy here.

Teasing as a School Problem

(*Continued from page 106*)

situations. With more normal children, the giving of responsibilities to a teased child who feels inferior may give him a chance to secure the respect of the group or develop a new conception of his own rôle. An always constructive step is to eliminate periods of loafing or undirected activity and to substitute socially acceptable and interesting forms of recreation.

In special instances the parent or teacher may avail himself of the services of a behavior clinic to correct teasing. Where an oversensitive or timid child with special peculiarities is involved, examination and treatment by a clinic may be desirable, particularly if the child approaches the subnormal or abnormal. The child who is overaggressive in teasing on the other hand may be equally in need of expert clinical diagnosis and treatment because of unusual tendencies toward destructiveness, cruelty or sadism.

Schools and Personality Development

This survey of teasing leads us to point out the general neglect by the school of personality problems, using personality in the popular sense of a combination of personal traits worthy of respect and social recognition. There is a general failure to recognize that a positive personality in the child may often more than offset or compensate mediocre scholastic achievement, and little systematic effort is made in school to improve the personalities of children at points where the teacher's effort would be greatly rewarded. The study of the child's personal habits, his personal appearance, his manners, his orientation and philosophy of life would seem to be essential in the program of a well rounded, modern school.

But teasing is too complex a question, both in its causes and in its effects upon teaser and teased, to expect any one agency to solve it all.

Books

Some Questions Concerning Masturbation

The books reviewed this month contribute to child study from several important angles. Their variety indicates how many investigators are finding that their problems lead back to the home and family. Questions of race prejudices and of educational philosophies are alike rooted in what goes on between the child and his parents. But, as the last book reviewed points out, parents are also persons, and cannot function well as parents unless they are reasonably well adjusted in other respects. The specific reviews are preceded by a criticism—not of any one book, but of the "side-stepping" still common in authoritative discussions of an important problem in child training.

DESPITE the flood of good and occasionally excellent literature, which recent years have given us on child development in all its phases, it is unfortunate that our best "authorities" should, in their treatment of the subject of masturbation, fall almost universally into an illogical position which can only leave parents in a quandary. The reader is warned against the popular superstitions concerning the dangers of the practice, is advised that it is almost universal at certain stages of development, that in itself it does no physical harm, cannot produce mental abnormality, neurosis, insanity or sexual impotence. After stripping the matter of its terrors, writers on this subject then hasten on to suggest ways and means of preventing the practice "lest it develop into a habit."

We are advised, for example, "simply to say 'no'" (in a matter of fact tone) to a child who handles his genitals. These same counselors seem quite aware that nail biting, thumb sucking and similar autoerotic practices are symptomatic of emotional stress and do not profit by repressive measures. Yet these are not nearly so fraught with neurotic consequences when mismanaged as is masturbation. There is ever present in these books a tacit assumption that masturbation is per se "a bad habit," and nowhere is there any evidence to show that proper consideration has been given to the possibility of its having a valid rôle in the establishment of erotic life, or to its various meanings at different stages of development. Some writers go so far as to advocate the use of thigh spreaders and strait-jackets in certain cases, procedures of which we can only voice our hearty condemnation under any circumstances whatever. In fact, the attitude of mind—which first minimizes the matter to its proper place and then advocates remedies which suggest the torture chamber—makes us suspect that these individuals are themselves still under the sway of the ancient taboos which they (verbally) condemn.

What are the harmful consequences of masturbation? Has it any ill effects in itself apart from the mischief which guilt feelings, engendered presumably by parents and society, set up in the mind of the individual? Although we are unprepared to say that there are none, we nevertheless refuse to be satisfied with the statement that it is "anti-social," "unæsthetic," or with other such question-begging answer. There is an occasional suggestion that it may "prevent the on-going of attention to an ever widening field of objects" and that it may "shut [the child] off from contact with his environment, since it discourages his seeking stimulation outside himself." This, if true, is interesting, and we wish more might have been said on the subject. It also raises the question as to whether, if this does not happen to be the case, parents should still take it upon themselves to "stop" the practice. We suspect, however, that this view puts the cart before the horse.

It seems to us time that this whole subject be removed from the realm of mere opinion and become, instead, a matter of clinical investigation. Any discussion which advocates measures to regulate or put a stop to masturbation, therefore, should first of all carefully analyze the practice as to wherein its harmfulness lies. It may be, for example, that feelings of guilt are *inherent in* the act of masturbation, independent of any which education engenders, so that the masturbator is inevitably destined to suffer. Is the "genital awareness" which accompanies or results from masturbation a normal preparation for adult sex life, or is the practice likely to precipitate precocious sex interest? Is the whole development of eroticism a self-regulating matter, in which parents and educators had best refrain from interference, or does a child need guidance from mature individuals in genital matters, as he may later in sexual? Does the early practice of masturbation set up conditionings which will later work to the detriment of the normal adult sex relation, or is it, on the contrary, a natural and necessary preparation?

We know of no literature in the English language which considers these problems, and therefore look in vain for replies to our question "why?" when we are told how to put a stop to a practice which appears to

be nearly universal. Our final conclusion as to whether we must regard masturbation as "unmanly," "demoralizing" or any other of the holophrastic epithets hurled upon it, must ultimately wait for unbiased investigation which will furnish these answers.

ANNA W. M. WOLF

Brief Reviews

Race Attitudes in Children. By Bruno Lasker. Henry Holt & Co., 1929. 394 pp. $4.00.

Mr. Lasker, as one of the Secretaries of The Inquiry, has made a very thorough study of children's reactions to racial prejudices. Basing his deductions upon facts compiled through a questionnaire sent to parents, teachers, leaders of clubs, churches, and other social agencies dealing with children, he finds that children are not instinctively prejudiced against Negroes and other racial groups. It is through the attitudes of parents and other adults, through contact with children who have already formed attitudes toward races, through text books which emphasize white, Nordic and national supremacy, through the existing barriers in institutions and society against various groups, that the child tends to be convinced of his own group superiority (or in the case of the minority groups, inferiority or antagonism), and to form a prejudice against other groups.

In answering the question of "How may race attitudes be modified?" Mr. Lasker lists three main objectives: justice without regard for race; counteraction of misinformation and misunderstanding; appreciation of qualities and achievements of other groups which are in harmony with those shared by all groups. These aims are within the comprehension of all thinking people, and may be put into immediate practice.

The contributions of the home, school and outside social agencies toward these achievements are discussed in the concluding chapters. Mr. Lasker emphasizes the responsibility of adults in re-educating themselves to more socially enlightened attitudes before they can hope to guide their children to a broader and more practical concept of the brotherhood of man. Its clear development, its wide comprehension of the subject, and its practical immediate objectives awaken a saner outlook on a subject to which reason has not traditionally been applied.

DOROTHY CRANE VAUGHAN

Youth in a World of Men. By Marietta Johnson. John Day Co., 1929. 305 pp. $2.50.

However familiar one may be with the philosophy of John Dewey and the theories that make modern education different from the old, he will find here a refreshing and clear exposition of these ideas. Education in the past meant learning in a specific intellectual sense. This was satisfactory as long as there was a limited educated class whose one purpose was scholastic achievement. But today education is universal and to limit the education of all individuals to the attainment of scholarship is unrealistic, because all individuals are not capable of attaining an adequate degree of scholarship.

The most important thing for a child is a coordinated nervous system and an integrated personality. These are developed by permitting the child to respond to his own inner needs. When, however, the school substitutes its own aims for those of the child it must also substitute marks or promotion, or some other reward for the driving force, instead of the child's natural reward of satisfaction and the consciousness of power. Will interest and desire carry over to learning the three R's? How will the necessary drill be secured? Is there to be no discipline in the new schools? These are the questions that are usually asked of the new schools and Marietta Johnson answers:

"To work for a desired or necessary end even when the work is not interesting is disciplinary, but to work only because of external pressure is weakening. Work that is delightful is just as disciplinary as work that is disagreeable. Discipline does not lie in the work itself, but in the attitude of mind. No one can ever be truly disciplined by another. One may persuade another to engage in disciplinary activity, but true discipline is self-discipline. And again the most scientific educational program is that which provides for the child the thing that is really good for him and insists upon it."

The weakness of this newer way of educating is that its success depends so largely on the teacher. When only the three R's are to be learned and marks and gold stars are the reward, almost any one can teach. The new teacher must know how to discover and develop interests. The greatest need of the child, as the author sees it, is a spiritual one; this implies a teacher with a spiritual quality. "Youth in a World of Men," as its name implies, does not only discuss education in the schools, but concerns itself with general questions of well rounded development. Chapters on sex and religion are especially interesting because of their breadth of view and clarity.

CLARA FISH BLITZER

Wholesome Parenthood. By Ernest R. and Gladys H. Groves. Houghton Mifflin Co., 1929. 320 pp. $2.00.

"Wholesome Parenthood" is a fuller, more advanced volume on child training than its predecessor, "Wholesome Childhood," by the same authors. The first chapter discusses the nature of childhood, inter-

preting it as a period of growth, in which the foundation of personality is laid. The authors show clearly that the parents' ability to control environment gives them tremendous power over their children, the effects of which are not only felt in childhood, but carry over into adult life. Children are entitled to two things, happiness and preparation for the future. The basis for effective control which will both prepare children for the future and also maintain a happy relationship, is fellowship between parents and children. This is "the alpha and omega of wholesome parenthood."

The three chapters on Discipline, Habit and the Conditioned Reflex show the dynamic interrelation of these factors in the home. It is pointed out that parents should also give due consideration to influences outside the home which may condition the child. In the succeeding chapters, which include Fear, Anger, Money, Daydreaming and other topics, we are given simple lucid explanations of the emotional mechanisms, such as "inferiority feeling," "introversion," "extraversion." One of the valuable things about this book is the direct linking up of the problems discussed with the adjustment reached in adulthood; in fact, here lies an essential difference between this volume and "Wholesome Childhood." For instance, we are shown the connection between the baby's absorption in his play activities, when these are respected, and the habit of hard, concentrated work at adult tasks, and of childhood and adult fears.

Our only serious criticism is of the chapter on Sex in which a good many points seem open to question. The treatment outlined for persistent masturbation is particularly objectionable. With this exception, the book is well balanced and will prove very helpful to parents who keep in mind these specific reservations.

RHODA H. KOHN

IN THE MAGAZINES

The Children Within the Family. By Garry Cleveland Myers. Child Welfare, October, 1929.

Second article of a series. Considers the young child in relation to his parents, brothers, sisters and school. Has references and questions for discussion.

The Contribution of the American College to Our National Life. By James R. Angell. School and Society, November 16, 1929.

Its contribution, subtle in nature, may be stated as being a pervading influence in liberalizing and enriching the national life, less potent in the fine arts than in science, but creating a fundamental and intelligent outlook on political and moral life.

Developing Adult Emotions. By John B. Morgan. Journal of Religious Education, October, 1929.

The author describes the requisites of a normal child development, treating on the need of opportunity for individual development, the need for achievement or success, emotional outlet and social adjustment.

Importance of Early Childhood. By Patty Smith Hill and Grace Langdon. Child Welfare, December, 1929.

An historic survey of early childhood education; its importance as equipment for emotional poise.

New Ideas About Obedience. By Douglas A. Thom. The Parents' Magazine, November, 1929.

The writer points out the difference between healthy, useful obedience and unwholesome submission. A study program with bibliography for this article is prepared by the Child Study Association.

Individual Psychology and the Curriculum. The New Era, October, 1929.

This issue is devoted to the educational principles expounded at Elsinore, Denmark, in August 1929. Among the contributions are: "The Basic Principles of the New Education," by Prof. Percy Nunn; "What Does It Mean for a Teacher to Have a Philosophy of Education?" by Dr. R. B. Raup; "Psychologies of 1929," by Dr. Harold Rugg.

Movies Children Like. By Alice Miller Mitchell. The Survey, November 15, 1929.

An impressive report of a survey made of the movie experiences of 10,052 children.

Objectives in Music Education. By Karl W. Gehrkens. School Music, September-October, 1929.

Sound advice to teachers against stressing skill at the price of alienating the child from love of music.

A New Job for the Public Schools. By Elizabeth Frazer. Good Housekeeping, October, 1929.

An article showing the necessity and value of the work of the visiting teacher, and urging the importance of such teachers in all the public schools.

Schoolroom Learning. By Florence Mateer. The Ohio Teacher, September, 1929.

The factors concerned in the process of learning depend on the child's physical, mental and emotional condition, on the proper environment, both physical and that which is termed "atmosphere," on right materials and method of presentation, and on review.

Completing

A Selection of the Year's Best Books for Children

Children's Book Committee of the Child Study Association of America

The books listed below were received by the Committee too late for selection and inclusion in the list published in the December CHILD STUDY. The entire listing has been reprinted as a separate folder which may be secured from the Association. The books have been arranged as a permanent exhibit at Headquarters.

The Youngest Child

*** Peregrin and the Goldfish (26 pages)**.....**$2.00**
By Mrs. Tom Seidmann-Freud — The Macmillan Company
A dream story with illustrations of unusual charm.

The Delivery Man (40 pages) .....**$.50**

The Engineer (40 pages) ..... **.50**

The Fireman (40 pages) ..... **.50**

The Motorman (40 pages) ..... **.50**

The Policeman (40 pages) ..... **.50**

The Postman (40 pages) ..... **.50**
By Charlotte Kuh — The Macmillan Company
A modern series giving much information. Well illustrated by Kurt Wiese.

Queenie, the Story of a Cow (119 pages).....**$1.25**
By Helen Fuller Orton — Frederick A. Stokes Co.
A pleasant tale with a plot.

*** Chimney Corner Poems (115 pages)**.....**$2.50**
Selected by Veronica S. Hutchinson. — Minton, Balch & Co.
A choice volume of beloved poems.

The Primary Age

Six to eight years

The Lively Adventures of Johnny Ping Wing (153 pages) **$2.00**
By Ethel Calvert Phillips — Houghton Mifflin Co.
A little peanut Chinaman presented in an unusually attractive book.

The Burgess Seashore Book for Children (336 pages) **$3.00**
By Thornton W. Burgess — Little, Brown & Co.
Scientific facts presented in pleasant story form; with excellent illustrations.

The Magic Switch (74 pages) **$2.00**
By Fjeril Hess — The Macmillan Company
A little goose girl's adventures in an enchanted forest.

The Intermediate Age

Nine to eleven years

In the Zoo (195 pages) **$2.50**
By W. Reid Blair — Charles Scribner's Sons
The Director of the New York Zoological Park tells interestingly of collecting wild animals and of their care in captivity.

The Long Bright Land (207 pages) **$2.50**
By Edith Howes — Little, Brown & Co.
South Sea folk lore, told with imaginative charm.

Tal (305 pages) **$2.50**
By Paul Fenimore Cooper — William Morrow & Co.
The miraculous journey of a little boy to the wonderland of Troom.

A Boy Scout Round the World (197 pages).....**$2.00**
By Palle Huld — Coward-McCann, Inc.
A rapid and light hearted travel story.

Made in America (91 pages) **$2.00**
By Susan Smith — Alfred A. Knopf
Early arts and crafts attractively presented for the younger generation.

*** Art for Children (150 pages)** **$4.00**
By Ana M. Berry — Albert & Charles Boni
A beautiful book of great art on child-like subjects.

Junior High School

Twelve to fourteen years

American Folk and Fairy Tales (302 pages).....**$3.00**
Selected by Rachel Field — Charles Scribner's Sons
A notable collection of folk tales from North, East, South and West.

Vaino (271 pages) **$2.50**
By Julia Davis Adams — E. P. Dutton & Co.
Ancient Finnish legends interspersed in a dramatic narrative of the recent Finnish Revolution.

I Like Diving (245 pages) **$3.50**
By Tom Eadie — Houghton Mifflin Co.
Tom Eadie tells "how he got that way" during twenty thrilling years.

Ford (205 pages).....**$2.00**
By William A. Simonds — Doubleday, Doran & Co.
A vividly told story of interest to the modern boy.

The Young Architects.....**$3.00**
By Katharine Stanley-Brown — Harper & Brothers
A most successful introduction to architecture. Fourteen American types presented in their historic settings, plus explanatory stories.

*** A Junior Anthology of World Poetry (672 pages)** **$2.50**
By Mark Van Doren and Garibaldi M. Lapolla — Albert and Charles Boni
A distinguished collection including the finest translations from many lands.

Stories from the Bible (393 pages) **$3.50**
By Walter de la Mare — Cosmopolitan Book Corp.
Old Testament stories in which the author's imaginative contributions sustain the spirit of the original rendering.

Senior High School

Fifteen and over

Love Comes Riding (313 pages) **$2.50**
Collected by Helen Ferris — Harcourt, Brace & Co.
Short stories from the best of authors, appealing to the romantic young girl.

The Letters of Katherine Mansfield (2 vols.).....**$7.50**
Edited by J. Middleton Murry — Alfred A. Knopf
The inspiring personal record of a distinguished author.

*** Ends of the Earth (355 pages)**.....**$4.50**
By Roy Chapman Andrews — G. P. Putnam's Sons
A scientist's adventurings told with all the zest of an enthusiast, who is realizing his dreams.

* Of outstanding interest and quality.

Down the World's Most Dangerous River (293 pages) $2.50
By Clyde Eddy Frederick A. Stokes Co.
Exploring the Colorado provides thrills for those who want excitement, and information for the amateur geologist.

Sky High (336 pages) $2.50
By Eric Hodgins and F. Alexander Magoun
Little, Brown & Co.
A splendid presentation of aviation history.

Long Island's Story (348 pages) $3.50
By Jacqueline Overton Doubleday, Doran & Co.
An authentic history told with real charm and zest.

Books as Windows (289 pages) $2.00
By May Lamberton Becker Frederick A. Stokes Co.
An informal estimate of modern literature suggesting further reading.

When Mammoths Roamed the Frozen Earth (197 pages) $2.50
By Heinrich Schutz Jonathan Cape & Harrison Smith
A reconstruction in story form of scientists' findings regarding the glacial period. Fine translation from the German.

Things to Do

*** Working with Electricity (111 pages)**.....$1.75
By Katharine Keelor The Macmillan Company
An exceptionally good book for the beginner who wants to play with electrical devices.

*** Singing Time (48 pages)** $2.50
By Satis N. Coleman and Alice G. Thorn
The John Day Co.
Forty little songs for very young children.

The Show Book of Remo Bufano (182 pages)....$2.50
By Remo Bufano The Macmillan Company
A dramatist's version of familiar fairy tales.

New Editions

Alice's Adventures in Wonderland (200 pages)....$1.00
By Lewis Carroll The Macmillan Company
The real Alice in a little book accessible to all.

The Boy Captive of Old Deerfield (295 pages)....$2.00
By Mary P. Wells Smith Little, Brown & Co.
A dramatic story of Colonial times.

The Wood-Carver of 'Lympus (307 pages).....$2.50
By Mary E. Waller Little, Brown & Co.
A familiar and inspiring story of courage and success achieved by a crippled youth. Senior high school.

Herodotus (274 pages) $2.50
Edited by Gordon King Doubleday, Doran & Co.
Selected stories from the first historian with many sophisticated and humorous illustrations by Boris Artzybasheff.

The Odyssey of Homer (314 pages).....$5.00
Translated by George Herbert Palmer
Houghton Mifflin Co.
A splendid version, dramatically illustrated by N. C. Wyeth.

The Fisherman and His Soul (212 pages).....$5.00
By Oscar Wilde Farrar & Rinehart
Well known tales decorated with colorful modern illustrations, for the more mature reader.

Thar She Blows!

And it's a WHALE of a chance for the PERFECT GIFT
For all Boys and Girls between 9 and 18 years

ST NICHOLAS MAGAZINE

THE OLDER CHILD
will find in St. Nicholas

his own personal problems. His ideals—his heroes. Self expression in the contests. Things to do—new information. Prizes—40 of them every month. Fun, adventure, and real happiness.

$4.00 one year *$6.50 two years*

"St. Nicholas in my opinion is the best magazine for boys and girls now being published."—SMILEY BLANTON, M.D., *Professor of Child Study at Vassar.*

THE CENTURY CO., 353 Fourth Avenue, New York City, N. Y.
Gentlemen: I enclose $.....for which please send St. Nicholas for.....years to:
Name .....
Street .....
City .....
State .....

Protect Children's Heads Intelligently

DO YOU KNOW—

—How children's heads should be shampooed? How often? Why?
—How they should be massaged? Why?
—Best ways to dress their hair?
—How to prevent hair ills? Especially those common to school children?
—How to cure such ills?
—How to awaken children's active interest in hair hygiene?

To answer such questions, a booklet, "Hair Hygiene," has been prepared for us by hair and scalp experts, and will be sent you free on request. A 20-shampoo cake of **DERBAC**, a unique health shampoo recommended by doctors, nurses and hygiene teachers all over the country, can be obtained from your druggist for 25c., or direct from us.

CEREAL SOAPS CO., INC.
Dept. S-4, 334 East 27th Street, New York

Camp Lincoln
***for* Boys**

E. J. SMUTNY
Director

A Nearby Camp
Limited to 50 Selected Boys

Private Lake
65 Miles from N. Y. City
1,000 Ft. Elevation in Mountains

Boys 6 to 13 years old

Lincoln Club
Est. 1912

1974 B'way
Trafalgar 7740

CAMP MIRAMICHI

In the Adirondacks

Established 1915

Girls from ten to seventeen grouped according to age and ability.

Activities and trained leadership adapted to each group.

***Director:* Eleanor Deming**

924 WEST END AVENUE NEW YORK CITY

Academy 4688

SELECTED BY THE MASSACHUSETTS PARENT-TEACHER ASSOCIATION AS THE CHILD STUDY BOOK FOR THIS YEAR

CHARACTER EDUCATION

by

C. E. and E. G. GERMANE

The authors make clear to us that by studying children's natural tendencies and providing opportunities for them to act and to play in normal ways, we may save them and ourselves many unhappy moments, that by surrounding them with the right influences we are, after all, doing the largest possible share in character education.

—Massachusetts P. T. A. Bulletin

$2.80 postpaid by writing our nearest office, Dept. C.

Silver, Burdett and Company

New York **Newark** **Boston**
Chicago **San Francisco**

Housatonic Camp

FOOT HILLS OF THE BERKSHIRES

Canaan, Conn.

Eleventh Season

Boys and Girls
5½ to 13 Years

The Cave at Twin Lakes Beckons
Mt. Canaan offers New Trails
Mt. Everett challenges the strongest
Printing, Drawing, Modeling in the Shop
Tree Dwellings
Canoe Trips
Sleeping in the Dark Forest on Hills
Sleeping Under the Open Sky
Comparative Study of Ancient Man
Fixing Up the Old Sail Boat
Fish and Turtles in the River, "Catch 'em"
Training in Creative Activities
Training in Enriched Quietness

LAURA B. GARRETT, Member
National Camp Directors' Association

3941 Carolin Street
Sunnyside, Long Island City, N. Y.
Phone Stillwell 7623

Open June 17 to September 16

All advertising printed in CHILD STUDY *has been carefully selected because of its genuineness and high standing. Schools, camps, books and products here advertised have the approval of the Child Study Association of America.*

Give Your Boy or Girl a Perpetual Christmas Gift—Pay at Your Convenience

For Boys and Girls from 8 to 16

The Best New Books at a Saving

Two miracles have happened! The first is a Christmas ECONOMY; the second is a new kind of "cake" which may be *eaten and kept too!*

Now, you can fulfill a duty—the duty of providing your children with the right sort of reading matter for their spare time; you can create happiness—by giving them something they enjoy more than a circus and *you can save money* ALL AT ONE TIME! This combination of good things is procurable in only one way; by sending at once for a full description of the plan and the books of the Junior Literary Guild—and by taking immediate advantage of the present special offer.

The Junior Literary Guild takes from your shoulders the burden of seeking and selecting the best books for your boy or girl. Upon enrolling your son or daughter, you place that responsibility in the hands of the following people—hands you will immediately recognize as the most competent in America: Mr. Carl Van Doren, Mrs. Franklin D. Roosevelt, Angelo Patri, Katherine Ulrich, Helen Ferris, Mrs. Sidonie M. Gruenberg and Harford Powel, Jr. This Editorial Board selects three books each month. One for children between 8 and 12; one for girls between 12 and 16 and one for boys between 12 and 16.

These books are issued in special bindings, for members only, illustrated by world famous artists and printed by master craftsmen. Your child receives the selections for his age group, once a month, all postage paid. He receives a beautiful membership pin, a monthly magazine and a score of fascinating, free feathres that make the Junior Guild the big event in his life.

There is only one charge—a small annual subscription fee for the twelve books. Everything else is gratis; and the subscription—payable on convenient terms—is little more than half the retail value of the twelve books. Mail the coupon at once for further details and a description of the Special Christmas Package which contains the beautiful December book and CHARTER Membership.

THE JUNIOR LITERARY GUILD
Dept. 34 C. S.
55 Fifth Avenue New York, N. Y.

Canadian Representative
McAINSH & COMPANY, LTD.
60 Front Street West Toronto

You Must RUSH the Coupon to Us—in time for Christmas!

THE JUNIOR LITERARY GUILD,
55 Fifth Ave., Dept. C. S. A.,
New York, N. Y.

Please rush details of the Junior Guild plan so that I may decide before Christmas.

Name .....

Address .....

City and State .....

Master } .....Age.....
Miss }

How Childish Should a Child's Religion Be?

You will find one answer in an unusual article by Sophia Lyon Fahs, in the December number of *Religious Education.*

This is a special children's number with other articles of great value.

"Social Environment and Wholesome Character," by Edna Dean Baker.

"Religious Education of Children," by Agnes T. Tilson.

"The Preschool Movement in America," by Beth Wellman.

"Parent Education in the Church," by Amalie K. Nelson.

Our Offer

We want you to see this number. We feel certain that after seeing it you will want to get it regularly.

Here is what we will do. If you will write your name on this ad and return it we will send you a copy of the December number free of charge. We will bill you starting with the January issue. If you find, after reading the December issue, that you do not want the magazine we shall be glad to cancel the charge.

Religious Education

is the Journal of the Religious Education Association and is devoted to the development of character through the church, the school, the home and other community agencies. Frequent articles appear on problems of Child Study. Subscription price $5.00 per year (ten issues). 60 cents per copy.

Name _____

Address _____

Religious Education Association
308 N. Michigan Avenue Chicago, Ill.

Children's Saturday Morning Theatre

CLARE TREE MAJOR—*Director*

PINOCCHIO THE SNOW QUEEN
HANS BRINKER

Charming—colorful—delightfully produced

Matinees at the McMillin Theatre, Columbia University, 116th Street and Broadway, on first and third Saturday mornings at 10:30.

The only adult professional cast in New York playing exclusively for children.

New York Times (editorial) October 23, 1929:
The plays are presented in a riot of color by a company of carefully selected performers. They are a boon to parents of growing children.

Special afternoon performances during Christmas vacation.

For tickets telephone Bogardus 7480

Start a Nest Egg for the Kiddies

at the

Central Savings Bank

Broadway—73d to 74th Streets

Interest 4½% Per Annum

From day of deposit to day of withdrawal

Safe deposit boxes from $3.00 up

Downtown Office—14th St. and 4th Ave.

What Makes You Different from Your Ancestors? How Will Your Child Differ from You?

OF COURSE you bear close resemblance to your parents and even your grandparents—yet you are clearly different from them—a distinct individual personality. And your child, as he grows to maturity, will again deviate to a degree from the recognized characteristics of your family line. What factors will determine the type of man he will be, and the type of children he will father? Are these factors within your control, or are they the laws of a mysterious providence?

The variations that we observe in every succeeding generation, not only of humans, but of animals as well, are typical of a world of constant change. How these changes are brought about is fascinatingly told in

THE STORY OF EVOLUTION

By BENJAMIN C. GRUENBERG

Mr. Gruenberg has drawn upon all the sciences which contribute to our knowledge of evolution and has skilfully traced the development of life from its early beginnings, through all its periods of change, up to the present age. The theories of evolution and creation—the make-up and the workings of the earth—resemblances and differences among living things—how living things come to be as they are—their insides and their workings—the changing nature of plants, animals, humans—these are only a few of the absorbing subjects that this book discusses so clearly and comprehensively. The accounts of many amazing species of creatures in far-flung lands and seas, and of the extraordinary beings who trod the earth in ages past, read like a thrilling fantasy—but they are the facts of science and history.

A volume of great entertainment and educational value. Profusely illustrated with photographs and drawings. 473 pages. Price $4.00.

At Your Booksellers or Direct by Mail from

D. VAN NOSTRAND COMPANY

250 Fourth Avenue **New York**

NOW A MONTHLY MAGAZINE

PROGRESSIVE EDUCATION

The Journal of Modern Trends in Education

for

Progressive Educators and Thoughtful Parents

The one educational magazine you will read and re-read. It is attractive, comprehensive, stimulating, and authoritative.

Forthcoming issues will contain articles by George Boas, of the Johns Hopkins University; Stephen P. Duggan, of the Institute of International Education; Henry Seidel Canby, editor of *The Saturday Review of Literature;* Robert M. Lovell, Knight Dunlap, and other leaders in education and literature.

SPECIAL OFFER

With each 1930 subscription, if entered in January, we will include the December, 1929, issue. Use the attached coupon, and address Department H.

Date.....

PROGRESSIVE EDUCATION ASSOCIATION
10 Jackson Place, Washington, D. C.

Enclosed find my check for $3.00 for which enrol me as a Subscribing-Member in the Progressive Education Association for 1930.

Name .....

Address .....

.....

The NEW SCHOOL

for Social Research

Spring Term: Jan. 13—April 4

Among other courses:

Problems in Abnormal Psychology — ***Joseph Jastrow***
Twelve lectures—Tuesdays

Behavior Problems in Children — ***David M. Levy***
Twelve lectures—Wednesdays (5:20 P.M.)

Psychoanalysis and Culture — ***Fritz Wittels***
Twelve lectures—Thursdays
beginning January 23

Individual Psychology: Its Sociological Aspects — ***Alan Porter***
Twelve lectures—Mondays

The Marriage Relationship — ***Beatrice Bishop***
Twelve lectures—Tuesdays

Dominant Ideals of Western Civilization — ***H. M. Kallen***
Twelve lectures—Fridays
beginning January 24

The Philosophy of Science — ***Benjamin Ginsburg***
Ten lectures—Wednesdays
beginning February 19

Bolshevism and Fascism: A Comparison — ***Maurice Parmelee***
Twelve lectures—Mondays

Historical Development of Modern Intellectual Life — ***Harry E. Barnes***
Twelve lectures—Fridays
beginning February 7

American Literature 1920-30 — ***Gorham B. Munson***
Twelve lectures—Wednesdays

World Survey of Contemporary Music — ***Henry Cowell***
Four lectures—Fridays
beginning February 7

Inquiry into the Technique and Craftsmanship of Music — ***Laurence Adler***
Six lectures—Fridays
beginning March 7

Creative Attitude Toward Life — ***Ralph M. Pearson and others***
Twelve lectures—Wednesdays

Fee for twelve lectures, $15; for ten, $12; for six, $7.50; for four, $5.

All the above lectures will begin at 8:20 P.M. unless otherwise indicated.

465 West 23d Street, New York City

TOYS **BOOKS**

Selected with care and understanding
for the pre-school child
for the child up to twelve

Books displayed in the Christmas Exhibit of the Child Study Association can be purchased at

THE PLAYROOM
220 West 98th Street, N. Y. C. Riverside 6851
Write for our new illustrated catalog.

SATURDAY AFTERNOON
MATINEES for CHILDREN
at the delightful little
HECKSCHER THEATRE
Fifth Avenue at 104th Street, Manhattan
ASHLEY MILLER, *Director*
Professionally presented by New York's only Juvenile Guild of the Theatre. Saturday afternoons at 2:30.
January 2 and 4—Racketty Packetty House
Coming: Rip Van Winkle (request revival) and The Land of Oz.
Prices 50c to $1.50 **Phone University 4860**

The Music Studio of
DORIS CHAMPLIN
160 West 73d Street
(Sherman Square Studios)
New York
Trafalgar
6948-6701
New Groups for Adults Now Forming
Designed to meet the needs of parents and others who wish to begin or renew their musical experience.
Music Appreciation—Dancing
Eurythmics—Improvisation
Keyboard Harmony
Full information on request.

McBurney School
A day preparatory school for boys with an activity program planned to meet the needs of the individual.
THOMAS HEMENWAY, *Headmaster*
West Side Y. M. C. A., 318 W. 57th St.
New York City

THE LIVINGSTON SCHOOL
608 West End Ave.
OUTDOOR PLAY GROUPS
for Boys and Girls
MORNINGS
Pre-school, Kindergarten, Primary
AFTERNOONS
Supervised Play, Sports, Saturday Outings
Telephone: Schuyler 1636

WILLIAM FICHANDLER
Piano Instruction
Studio
855 West End Ave. Phone
New York Academy 3829

FRENCH OUT OF DOOR CLUB
Eleventh Season
Selected group of girls for daily afternoon recreation
Supervised Play Seasonable Sports
Kindergarten Work Age 4 to 11 years
Under Direction of LILLY GRIMM
75 West 92d St. Apt. 5-E Phone Riverside 1039

CONSERVATORY for PROGRESSIVE MUSIC-EDUCATION
EMANUEL ELSTON, A.B., *Director*
Modern educational principles applied to the teaching of music.
Creative Music Appreciation
Rhythmics Harmony

Piano Violin
Teachers' Training Courses
2600 Creston Ave., New York **Sedgwick 7768**

VOICE TRAINING FOR CHILDREN
LOUISE WEIGESTER
Member of Official Board, New York Singing Teachers Association
Founder of First School for Training Children's Voices
Parents and educators should know more about the voice. Write for information concerning our Studio Talks, Discussions, and Study Courses.
862 Carnegie Hall **New York**

The Ethical Culture Schools
New York City
at CENTRAL PARK WEST AND SIXTY-THIRD STREET
Pre-Kindergarten, Kindergarten, Elementary, Normal Training
at FIELDSTON, Riverdale Avenue and Spuyten Duyvil Parkway
Lower School (Nursery and Elementary)
High School Preparatory
Pre-Professional Course for Girls
Pre-Professional Courses in Art and Business for Girls and Boys
at THE BRANCH SCHOOL, 27 W. Seventy-fifth Street
Pre-Kindergarten, Kindergarten and Primary
Information from
M. T. Burnham, Registrar, 33 Central Park West

CHILD STUDY ASSOCIATION *of* AMERICA

Annual Report of the President

For the year ending September, 1929

THE Fortieth Anniversary Year of the Child Study Association has been marked by increased growth and usefulness not only in our own work, but also in the whole movement for parent education, in which we have played so vital a part. Through this country, and indeed throughout the world, there is evidenced a growing consciousness on the part of educators and scientists, no less than of parents themselves, that all roads lead to the home.

For our own Association the expanding needs of the fast growing national and international programs have created greater demands than ever before. Many of our activities have been intensified and new ones have developed in answer to new demands.

It is impossible, in a brief space, to review minutely all of our regular activities of the year just past. There have been healthy growth and continued functioning all along the line. Detailed reports of various phases of the year's work are available at Headquarters. We shall confine ourselves here to the outstanding achievements of the year.

Study Groups

Our study group program was planned with a two-fold aim: first, as always, to relate the work actively to the needs and interests of mothers and fathers; second, to develop methods, materials and trained leadership which would serve the whole field of parent education.

During the past year eleven study groups met at Headquarters weekly from November to March. In other parts of the city and throughout the country approximately one hundred and forty groups have met regularly, representing a total registration of about three thousand persons. This indicates a widespread interest in parent education, since these groups come to us quite unsolicited to ask our assistance in organizing and planning their programs. In this connection too it is interesting to note that in the large volume of mail which reaches us daily, inquiries regarding study group and individual problems come from all parts of the United States and from such far away places as China, Poland, Turkey and Australia.

Several interesting projects have been conducted jointly by the Study Group and Field Work Departments during the past year. We have organized courses in child care and training for volunteer workers connected with a day nursery, for young girls in training as infants' nurse maids, and for foster mothers of children cared for by the Society for the Relief of Seamen's Children. A program of study group work in Harlem has been developed in co-operation with the North Harlem Child Study Committee and extensive plans have been made for expanding the work of the study groups in the colored communities of that section of the city. In connection with two apartment houses centered about a scheme of cooperative living, another interesting study group project has been developed.

Consultation Service

One of the most significant responses to new demands and new trends in parent education has been the development of our Consultation Service. It is true that study group work gives parents an opportunity to talk over their difficulties, and many of these are resolved in the light of discussion. But, there are types of difficulty which sometimes arise in parent-child relationships for which this generalized treatment is not sufficient, or which are too keenly felt, to permit discussion in the group.

It was to meet this need that the Consultation Service was organized about a year ago, in charge of a psychiatrist, assisted by a psychiatric social worker. In addition to its primary function of helping parents to a better adjustment of their individual problems, a second but no less important interest of this service is to develop a better and more assured technique by studying the nature and development of parental practices, and observing the effect on the child's behavior of changes resulting from the parents' increased insight. A prerequisite to the use of this service is the parents' willingness and ability to cooperate. Selection is limited to families in which economic, social and physical factors do not play so large a part as to obscure psychological processes. The upper age limit for the children under consideration is eight years. Differing from child guidance clinics, the Consultation Service limits itself to those special situations where the child's difficulty can be effectively met indirectly, through the parent.

The work between mother and psychiatrist is essentially an educational process by which the mother learns to objectify the problem as regards her own and her husband's background, their relation to each other, their general emotional attitudes toward their children, and the ways in which these are reflected in their specific practices. When there seems to be need for special physical or psychological tests these are arranged

for by the parent who reports the findings to the Consultation Service. This is in accord with the policy that the responsibility for action must continue to rest with the parent. At the end of the study, the psychiatrist reviews for the parent the significant factors of the situation and gives a final interpretation of it.

Lecture Program

Each year the study group work is supplemented by a lecture program. Lectures and conferences are planned to tie up very closely with the interests of study group members. In addition to the regular program there was offered—as in the preceding year—a series of evening conferences for members only. Dr. Bernard Glueck, Dr. Joseph Jastrow, Dr. Charles Aldrich, Mr. Karl deSchweinitz, and Dr. Jessie Taft participated. These were fully attended and met with an enthusiastic reception.

Committees

The contribution of volunteer committees has as always constituted an important and valuable factor in the Association's work.

Of special interest is a new project in the form of the Bulletin of "Abstracts and Notes in Child Study and Parent Education," which has been undertaken by the Committee on Research in Educational Literature. This is a mimeographed service designed to keep study group leaders and others interested in parent education in touch with current contributions and other new projects. Approximately six hundred periodicals were reviewed by the committee as sources of material. The first issue published in May was enthusiastically received and many requests for copies came to the committee. The demand seems to justify the continuance of the Bulletin as a regular part of the Association's service. This committee has also undertaken a survey and tabulation of available authoritative references on nervous habits of childhood, such as thumb sucking, nail biting and enuresis.

The Children's Book Committee has been especially active during the year. Besides evaluating the current children's books, furnishing reviews for Child Study, and maintaining a permanent, though changing exhibit at Headquarters, the committee has prepared and published the following new lists: the Best Books for Children published during 1928; the Best Magazines for Children; Travel Books for Children; Books about New York, and a Revised List of Nature Books. The travel list and the nature list especially have received wide commendation and have been ranked by the Publications Department as "best sellers."

The Music Committee has been working on a new and comprehensive pamphlet on music for children. This is almost ready for the printer. The Music Committee has been enlarged and divided into subcommittees for the facilitation of this work.

The Parents' Bibliography Committee has found it necessary to double the number of its meetings, in order to keep abreast of the great quantity of material that pours in from the publishers. The increase in volume of the publishers' output has emphasized the need for discriminating survey as is evidenced by the fact that of the one hundred and eighty books received for review by the committee only twenty-two were accepted for the Book List. These selected titles were published in a pamphlet supplement to bring up to date the "Selected List of Books for Parents and Teachers," and were added to the shelves of the Alice Morgenthau Ehrich Memorial Library.

To this splendid group of active committees we are glad to welcome a new one which is created to meet the long felt need for a study of children's leisure activities. The growing accumulation of things for children to see challenges us to discrimination in choosing those which will increase their range of understanding and enjoyment. To find such opportunities and make them accessible through current lists is the immediate task of this new committee. Its list will be planned to include items of interest in shops and such things about the city as bridges, boats and buildings, as well as the more conventional type of museum and gallery exhibits. In addition, the committee plans to have a representative at the Association's Headquarters at stated hours during each week to arrange appointments with the authorities at museums or other places, and to assist in planning excursions.

Library

The Library itself has continued to grow, both in the number of volumes on its shelves and in the usefulness of its service to members. Especially significant is the steady increase in the circulation of unit libraries; fifty such units were sent out during the past year to study groups throughout the country.

Cooperation

The Child Study Association has traditionally held itself ready to cooperate to its fullest capacity with other organizations in its own and allied fields. This readiness has been expressed during the past year in a variety of forms, adapted to meet the needs of individual organizations.

At Teachers College our Director has conducted a course in parent-child relationships for students in connection with the Child Development Institute and has also addressed classes of students in the Kindergarten First Grade Department. For the fourth successive year members of the staff have conducted an evening session in the Unit Course on Parent Education. In connection with Miss Spohr's summer course in Home Economics for Supervisors, two successive lectures are given each year by a member of the staff, explaining the work and the materials of the Association.

Through the Speakers Bureau and the Consultation

Service extensive cooperation has been carried on with the United Parents' Associations of Greater New York Schools. We have continued our service to the *Parents' Magazine*. We have contributed to it each month a study outline based on the leading article. In addition to this we have read critically many of the manuscripts contributed to the magazine.

Other types of cooperation include participation in numerous conferences both in the United States and in Europe. Among these was one called by the New York State Department of Education to plan for a course of training for lay leaders. In the spring of 1929 our Director took part in the Conference of the American Association for Adult Education which was held at the University of North Carolina. Out of this contact grew an Institute held during the summer at the University of North Carolina in cooperation with the North Carolina State Congress of Parents and Teachers, at which our Associate Director conducted a short course on Parent Education. During the summer also, the Child Study Association was represented at three foreign meetings. In London, both the President and the Director took an active part in the Home and School Conference. The Director also represented the organization at the World Federation of Education Associations at Geneva, and at the World Conference on New Education at Elsinore. The growing interest in parent education on the part of European and other foreign educators is significant and inspiring. The Child Study Association with its record of more than forty years of continuous striving in this field was cited as the outstanding group in this field of endeavor. Special forms of cooperation have been extended to approximately one hundred organizations of various kinds, including churches, settlements, department stores, magazines, foundations and other educational organizations.

Speakers Bureau and Radio

The increased interest of women's clubs and other organizations in parent education has been evidenced in the demands which continue to come to our Speakers Bureau for talks on various child study topics. In one case a series of five lectures arranged by the Bureau in Wilkes-Barre, Pennsylvania, aroused much interest and enthusiasm and was therefore later duplicated in Scranton.

For the sixth year weekly radio talks over WEAF bring a steady flow of letters, inquiries and appeals for advice, from parents and teachers in town and country, in near by and far off places. These are answered by pamphlets and letters.

Publications

The year has been an especially fruitful one in the Publications Department.

Growing out of the work of several years, has come the publication of two new pamphlets which have won widespread commendation. "Child Study Discussion Records," a seventy-four-page pamphlet, by the Director of Field Work, is a detailed record of four years' work, of methods and techniques, prepared in the conviction that the principles of child training and guidance which have proved to be useful to many parents can be made to serve all parents. Since publication 1,335 copies of Discussion Records have been distributed in twenty-nine different states and four foreign countries, and have received many favorable reviews.

The pamphlet "Parents' Questions," prepared under the supervision of our Director of Study Groups, has met with enthusiastic comment not only by workers in the field but by the parents themselves for whose special use it is designed. It is based on the challenging questions most frequently asked by parents in study groups. The five thousand copies printed in the original issue were exhausted in less than four months and a second printing has been made. The unusual demand for this first series of questions has encouraged the compilation of a second series, dealing in the same practical way with another but equally common group of questions.

Child Study

The growth of interest in this magazine, and the increasing demands and encouraging comment received from workers in the field have seemed to us almost a mandate for the enlargement of Child Study. It has now become a thirty-six-page issue with a more impressive format. The News and Notes section has been enlarged to meet the needs of an expanding field; a new book department has been added. The circulation for the past year has been approximately fifty-five hundred. The magazine continues to receive excellent publicity. Included among the favorable comments, were two editorials in the *New York Times* and one in the *New Republic*.

Summer Play Schools

The Play Schools Committee reports a most successful season, in which approximately two thousand children were cared for in twenty-one centers under its supervision in New York City and one each in Cleveland and Detroit. Two of these centers were new this year. The committee has continued its function to demonstrate through these local centers how existing institutions and facilities can be utilized to provide a happy and constructive program of all-day care for city children during the summer vacation, and to awaken communities to their responsibility for the year-round education of children.

The Play Schools received many thousands of dollars worth of teachers' service, use of school buildings, equipment and supplies through the Board of Education, whose Director of Extension Activities has always shown a fine understanding of our aims and methods.

Many of the projects of previous seasons were continued this year and out of these grew interesting new developments. A tenement apartment was decorated last year by one of the Play Schools. This year the children studied their native Czech art through visits to churches and museums and continued their interior decorations in Czecho-Slovakian design.

Another instance of the continuing influence of a previous summer's program was that of a second school which this year worked out a plan whereby play school and camp might readily be combined. For the period of one month each, ten boys and then ten girls went to the Hebrew Orphan Asylum Camp where they enjoyed the out-of-doors activities, returning to the Play School after their month's vacation.

In the spring of 1929 the Theresa Gale Health Fund was created by Mrs. S. J. Strauss in memory of her daughter, and there were contributions to this from some of Mrs. Gale's friends. This Fund made possible an intensive piece of health work looking toward an integrated health program in the Summer Play Schools, and a demonstration of how health education can be given through living situations, instead of direct health instruction.

Valuable cooperation was given to us by the School Nature League, which brought nature study into every school. To those schools which had no full time nature teacher, an instructor from the Museum of Natural History brought suggestions for the use of existing equipment in nature study and provided living specimens for the schools. This special service was made possible through a donation from the Junior Committee of the Summer Play Schools.

The Family Center was carried on again this year, and through the courtesy of Greenwich House, the school was conducted on the third floor of the settlement. This school is organized for the purpose of having a small group of children of various ages work together as a family unit. Through stressing the importance of individual attention and by presenting opportunities for personal development, there has been a conscious endeavor to socialize the child with the hope that cultivation of children's friendships might be carried over into the home.

Parent education has always been an important part of the Summer Play Schools program. Mothers meetings were conducted at eighteen schools this summer, reaching a total of about four hundred and twelve parents. Out of these meetings grew many requests for year-round study groups of play school mothers. Ten such groups were carried last winter and there will doubtless be an even greater number this winter.

The plan of teacher training before the opening of the Play Schools was continued during the past year and a series of four talks was also given for teachers. An all-day conference was held at Hartsdale which was well attended by persons interested in various aspects of the Summer Play Schools.

Membership

Our membership has maintained its own level during the past year, and there has been a slight increase in the number of persons whose interest has led them to send us contributions. A large part of our extension work has been supported by the Spelman Fund of New York—but the major part of our budget has been raised through a campaign for memberships and contributions. The same untiring committee which last year so ably raised the necessary funds for the Association's work has again undertaken this arduous task, and plans for a campaign are under way. The committee will be assisted by old and new friends of the Association.

This is but a sketchy picture of the varied and intensive activities of our Fortieth Year, which opened auspiciously with a Conference and an Anniversary Dinner at which a group of distinguished leaders in the educational and psychiatric field bore witness to the character of our work in the past and ushered us into the future with encouraging assurance of their continued support and cooperation.

The first year of that future has now merged into the past. We look back on it as a year in which we have carried on in the maintenance of our standards and the enlargement of our scope of usefulness. In next year and the years to come we see new visions on a broadening horizon.

In all aspects but one, the future offers bright promise. The one dark cloud—temporary we believe—is that which overhangs the community. To survive we must have funds. Our budget is $160,000 a year, of which the Spelman Fund will contribute $45,000 if we can raise the remainder. We are faced with the urgent need of raising $80,000, in addition to our membership income, within the next ten months. If we were to fail to raise it, the Association would go under completely, or at best survive in such attenuated form as immeasurably to curtail its usefulness. And in spite of our Fortieth Year we think that we are much too young to die. Therefore, we must get the $80,000, and with your help and the help of other good friends who are not here today raise it we will.

But in this day of financial gloom, the task is not an easy one; and it will need the loyal and untiring efforts of those who have supported us in the past and of all those who believe in the usefulness of our work. Many of our old friends, and not a few new ones, have already enlisted for the campaign. But in this critical moment we need urgently the efforts of all our friends—of all who believe in us and with us as well.

So I appeal to you all to the end that we may meet next year with a record of continued progress and service maintained.

This report was read by Mrs. Howard S. Gans, President of the Association, at the Annual Meeting on November 13, 1929.